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ABSTRACT

Designed to be used primarily for research purposes, this Group Reading Interaction Pattern Observation Instrument (GRIP) training manual specifies process behaviors used by the teacher during classroom instruction regardless of the subject matter. The instrument is comprised of three sections: (1) the Identifying Information Sheet, to provide investigators with baseline data related to school, grade level, teacher, class size, classroom organization, number of adults present, date, and observer; (2) the Activity/Material Grid to provide a description of teacher and student activities, materials used for instruction, and the degree of student engagement in meaningful classroom activities; and (3) the Interaction Chart to record the interactional patterns of the teacher and students during instruction, including the amount of time involved in direct instruction, transitions between instructional periods, and disciplinary action. Major categories found in the interaction charts are context, instructional behaviors, reading behaviors, questioning, answering, feedback, command, and social comments. An abridged version of the training manual is also included. (HOD)

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GROUP READING INTERACTION PATTERN
OBSERVATION INSTRUMENT
(GRIP)
TRAINING MANUAL

(Long Research Form)

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Mangano, N.G. The Development and Pychometric Testing of a Systematic Observation Instrument to Study Teacher Effectiveness in the Reading Classroom. Unpublished doctoral dissertation, 1982.

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Nancy G. Mangano
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GROUP READING INTERACTION PATTERN OBSERVATION INSTRUMENT (GRIP)

The purpose of the Group Reading Interaction Pattern Observation Instrument (GRIP) is to specify process behaviors used by the teacher during reading instruction. Primary attention has been given to process variables in the existing teacher effectiveness research data base that correlate highly with pupils' reading achievement. GRIP can be used to record information related to instructional materials and activities, classroom environments, and teacher-pupil interactions within the reading classroom.

The GRIP Observation Instrument is comprised of three sections: Identifying Information Sheet, Fifteen-Minute Interval Chart, and Interaction Chart. The purpose of the Identifying Information Sheet is to provide investigators with baseline data related to the classroom under observation: (1) school, (2) grade level, (3) teacher, (4) class size, (5) classroom organization, (6) number of adults present, (7) date and (8) observer.

The Fifteen-Minute Interval Chart provides a description of pupil grouping arrangement, teacher and pupil activities, materials used for instruction, classroom environment, and the degree of pupil engagement in reading and nonreading activities. This form is marked at 15 minute intervals to indicate the structures of the classroom environment, and the manner in which the teacher, other adults, and pupils spend their time during the reading instruction period.

The Interaction Chart is used to record the interactional patterns of teacher and pupils during instruction in the reading group. Teacher behaviors that take place outside of actual reading instruction but during the allocated reading time can also be recorded. Data can be noted for instructional patterns that the teacher uses during reading instruction: types of lesson, e.g. phonic analysis, comprehension, structural analysis, etc., procedures for introducing and engaging pupils in a reading lesson, methods of questioning pupils, and pupils' degree of error rate. This section also enables the recording of the amount of time involved in direct instruction, transitions between instructional periods, and disciplinary action.

USING THE GROUP INTERACTION PATTERN OBSERVATION INSTRUMENT

GRIP is designed to be used primarily for research purposes. It is an observational tool that can be used to observe either the entire reading period or a portion of the reading period regardless of the time allocated for reading instruction.

Prior to classroom observation, the observer first completes all known information on the three distinct sections that comprise GRIP. This facilitates observation and would include any identifying, and organizational data that are obtainable prior to entering the classroom under observation. Upon entering the classroom for observation, the observer completes the remaining information on the Identifying Information Sheet.

As the name implies, the Fifteen-Minute Interval Chart is to be completed at 15 minute intervals. Classroom information is noted on the first chart at the onset of the observation period. Subsequent charts are completed at 15 minute intervals. Thus during a 60 minute observation period, an observer would complete five charts. Recording data on each chart should be completed within one to two minutes.

The Interaction Chart is used to record interactions during reading instruction between the teacher and the group of pupils with whom he/she is working. Major categories found in the interaction charts are: (1) context, (2) introduction of the lesson, (3) lesson, (4) questioning (5) answering, (6) feedback, (7) command, (8) social comments, and (9) practice and application.

THE IDENTIFYING INFORMATION SHEET

COMPLETING THE IDENTIFYING INFORMATION SHEET

As was previously mentioned, the purpose of the Identifying Information Sheet is to record baseline data related to the classroom under observation.

The Identifying Information Sheet is completed only once for each observation period. All known baseline data are recorded prior to entering the classroom. This information includes the following:

Teacher's name (Teacher)- The first and last name of the teacher under observation.

School's name- The name of the school in which the observation is taking place.

Grade level- The grade that corresponds to the pupils in the classroom under observation.

Normal class size- The number of pupils enrolled in the classroom.

Date- The date of the observation.

Observer's name- The name of the person observing the classroom.

Class organization-The manner in which the class or school is organized for reading instruction. Subcategories include:

Self-contained- Pupils in the reading classroom remain with the same teacher for the majority of the day.

Team-taught- Two or more teachers who are working with the same pupils during reading instruction.

Cross-graded- Pupils from different grades who function at the same reading level are grouped together for reading instruction.

Horizontal class- Pupils at the same grade level who are scheduled for reading classes at an identified ability level.

Departmentalized- Class where the teacher is responsible for teaching only reading during the day.

The above information is completed in the following way. The name of the teacher, school, grade level, normal class size, date, and observer's name are recorded by writing the information in the appropriate spaces.

The type of classroom organization is recorded by placing a check next to the appropriate category.

Upon entering the classroom, the observer specifies the number of adults present in the classroom excluding the observer by checking the appropriate space listed under the words "Adult Present." This category includes teacher, substitute, teacher aide, student teacher, practitioner, volunteer, resource teacher, supervisor, principal, and other.

Teacher (T) - assigned classroom teacher in the classroom under observation.

Substitute teacher (Sub) - adult who is taking the place of an absent classroom teacher.

Aide (A) - a person employed by the school district who is assigned to the classroom to assist the teacher.

Student teacher (ST) - college or university student who is participating in an internship under the supervision of the classroom teacher.

Practitioner (P) - a university or college student who is assigned to work with the actual classroom teacher but who is not a student teacher.

Volunteer (V) - an adult who is in the classroom to help the teacher and is neither employed by the school district nor affiliated with a college or university.

Resource teacher (R) - a school employee who assists the teacher with instruction of a special group of students, e.g. special education teacher, gifted education teacher, Title I teacher, reading specialist.

Supervisor (SV) - employee of the school district or a university supervisor of the student teacher. If supervisor is checked, specify the appropriate type of supervisor in the space provided.

Principal (Pal) - building level administrator.

Other (O) - anyone who is not included above. Specify by writing on the space provided to whom "other" refers.

The above abbreviation will be used in the Classroom Environment Map on the Fifteen Minute Interval Chart.

Example of completed Identifying Information Sheet.

IDENTIFYING INFORMATION SHEET

Teacher Mr. Antony Jones

School Maple ELEMENTARY School

Grade level 3

Normal class Size 30

Date 4/12/80

Observer Sutton

Class Organization

self-contained ✓

team taught ____

cross graded ____

horizontal class ____

departmentalized ____

other: (specify) ____

Adults Present (excluding observer)

(T) teacher ✓

(A) aide ____

(ST) student teacher ____

(Sub) substitute teacher ____

(P) practitioner ✓

(V) volunteer ____

(R) resource teacher ____

(SV) supervisor (Specify) ✓ University

(Pal) principal ____

(O) other:(Specify) ____

The example indicates that the observation occurred on April 12, 1980. at Maple Elementary School in Mr. Jones' third grade classroom. The normal class size is 30 pupils. The class is a self-contained classroom. Adults present in the classroom include the teacher, a university practitioner, and a university supervisor.

THE FIFTEEN-MINUTE INTERVAL CHART

THE FIFTEEN-MINUTE INTERVAL CHART*

The purpose of the Fifteen-Minute Interval Chart is to 1) record the interactions between the teacher, pupils, activities, and materials, 2) note the types of groupings used in the classroom, 3) detail the manner in which the room is arranged, and 4) record the number of pupils engaged in instructional activities.

The Fifteen-Minute Interval Chart is first completed immediately after completion of the Identifying Information Sheet and at fifteen minute intervals thereafter. For example, if the first Fifteen-Minute Interval Chart is completed at 10:10, the second one will be completed at 10:25, and the third chart will be completed at 10:40.

Completion of the Fifteen-Minute Interval Chart requires memorization of the operational definitions of materials and activities listed in the Activity/Material Grid. Instructional materials recorded in the grid are defined as follows:

Basal Reader
Basic readers within a basal reading series. A basal reading series is a systematic set of leveled materials that include teacher guides, pupil books, workbooks, and supplementary reading aids for each level. Acquisition of skills and information is sequentially organized. In the grid provided, basal reader refers only to the basic reader within the series and the teacher's guide. It does not include supplementary materials such as the basal workbook, pretests, or wordcards.

Reading Workbook
A consumable supplementary booklet that contains exercises for additional training and reinforcement that are not found in basic reading materials. The workbook can either be associated with the basal series or supplementary materials.

Reading Test
A commercial or teacher-made assessment device that results in a written sample of pupils' reading competencies or levels of achievement.

Trade book
Library type books, published for recreational purposes and include fiction, nonfiction, how-to-books, and the like.

---

*Portions of the Fifteen-Minute Interval Chart were modeled after Jane Stallings' "Classroom Snapshot" section of the SRI Secondary Observation Instrument.

Reading Instructional Material (Reading Instruction Materials)

Any device other than basal readers, workbooks, tests, and trade books used for the purpose of teaching reading. Examples of instructional material included under this category are reading kits, learning activity packets, learning centers, worksheets, reading games, manipulatives, dictionaries, newspapers, paper and pencil, reference books, etc.

Audio-visual Aid (Audio-visual)

Any device by which instruction is facilitated through the use of the senses of hearing and/or sight. This may include film strips, films, television, records, tapes, controlled readers, System 80 machines and the like.

Chalkboard/Overhead

The use of the chalkboard or overhead to facilitate in the act of teaching. This category also includes reference charts, pocket charts, flipcharts, and posters when the teacher uses them for instructional purposes.

Nonreading Materials

Materials that do not relate to developmental or corrective reading instruction. These may include social studies texts, math worksheets, spelling books, handwriting workbooks, teacher-made materials related to a content area other than reading, and the like. If this category is marked, specify the material that is in use by writing the name of the material next to the word "nonreading".

No Material

Coded whenever the teacher, pupil, or another adult is teaching a group of students without the use of materials. This category can also be used when pupils are working together without materials or are mentally creating a piece of work using paper and pencil to record their thoughts.

Other

Other is coded when materials can not be recorded within one of the provided materials categories. If "other" is coded, the observer must specify the material being used.

Activities refer to the general category of academic behavior in which the people in the classroom are presently involved. The activities in GRIP are operationally defined as follows:

Instruction

Instruction is coded whenever the teacher is directing pupils' learning or providing information to the pupils that is academically task-oriented. Instruction can be coded when the teacher is providing pupils with a focus or a purpose for the lesson at hand, when the teacher is lecturing, defining, demonstrating, describing, explaining, questioning, or reviewing. This category can also be coded when the teacher is relating and applying pupils' previously-learned reading skills or experiences to present instructional information.

Instruction is also coded whenever pupils are listening to information that the teacher is presenting. This includes receiving information from any of the instructional focuses mentioned in the first part of the definition.

Verbal Assignment

The teacher either directs pupils to complete a particular academic task or pupils are listening to directions from the teacher. For example, the teacher may direct pupils to complete a written, oral, or silent reading task. Assignments can be made for individuals, groups, or the entire class.

Silent Reading

The teacher or pupils are reading to themselves without verbalizing the content being read. This may be coded during instructional time when pupils are requested by the teacher to read a portion of their text silently, are reading for pleasure during a "free" time period, and when pupils are participating in Sustained Silent Reading activities. Reading silently is not coded when students are reading instructional materials in order to complete an assignment.

Oral Reading

The teacher or pupil(s) read orally to an individual or others in the classroom. This may be coded during instructional time when a pupil is requested by the teacher to read a passage orally to the reading group. Reading aloud also includes reading for sharing (e.g. the teacher or pupil reads a story to the class), taking turns reading in a group (round-robin reading), individual reading to the teacher (for both diagnostic and instructional purposes), choral reading, reading parts in scripts or plays; reading with varied intonational patterns, and audience reading (using a rehearsed passage). Reading orally is not coded when a child vocalizes in his/her silent reading.

Discussion

The teacher and/or pupils talk together in order to share information about a particular topic or problem. Examples may include sharing ideas about why something is similar or different, sharing ideas about a story's theme, discussing topics for a creative writing assignment, and the like.

Written Assignment

Pupils' completion of an activity that was assigned by the teacher that requires them to produce a written product. Examples include creative writing, book reports, workbook pages, essays, research information, etc.

Assessment

Pupil's completion of an assessment device that results in a written record of their reading capabilities or oral response to questions which are being asked for the purpose of determining if pupils understand the lesson. Testing is also coded whenever the teacher is administering an assessment device. This category may include the use of diagnostic instruments, standardized tests, informal tests, and teacher-made tests.

Waiting

Times when pupils are not actively engaged in instruction with the expectation of receiving further instructions or assistance from the teacher or when the teacher is pausing in his/her present activity.

Transitions

Period when the teacher and pupil change from one activity to the next. Transitions may be coded whenever the teacher and pupil change from one lesson to another, the teacher passes out materials, pupils change reading groups, or change classrooms.

Out of Room

Out of room is coded whenever the teacher is physically out of the classroom. This category may also be coded when a group of pupils are working in the hall or have gone to the library as part of their reading activity.

Other

Teacher or pupil behaviors that do not specifically fit under another category of the grid, yet are deemed significant for research and observational purposes. Whenever this category is coded, the observer must record the activity that is taking place next to the word, "other".

Completion of the Fifteen-Minute Inverval Chart requires the following

Steps:

Step 1: The observer indicates the time, date, teacher being observed and his/her name in the proper space.

Example Time: 10:15 Teacher: Mr. Jones
Date: 4/12/80 Observer: Sutton

Step 2: The observer circles the interval number to indicate the order in which each chart is completed. For example, the observer will circle the number "1" when he/she completes the first Fifteen-Minute Interval Chart, the number "2" fifteen minutes later upon the completion of the second chart, and so forth.

Example Interval: ① 2 3 4 5 6 7 8 9 10

Step 3: The observer indicates the activities and materials in which each person in the classroom is participating by placing the appropriate symbol or number in the correct coordinate in the

Activity/Material Grid. This is done in the following way. First, observe the activity of the teacher. Place a "T" in the coordinate within the grid that indicates the activity and the materials in which the teacher is involved. For example, if the teacher is making an assignment in the reading workbook, the observer will code the following:

MATERIALS ACTIVITIES	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/ Overhead	8. No Material	9. Nonreading Materials:	10. Other:
1. Instruction										
2. Verbal Assignment		T								
3. Silent Reading										
4. Oral Reading										
5. Discussion										
6. Written Assign.										
7. Assessment										
8. Waiting										
9. Transition										
10. Out of room										
11. Other:										

The observer then notes the number of pupils involved in each activity using particular materials and writes that number in the coordinate that refers to this particular activity and material. For example, suppose 8 students are listening to the teacher in the previous example give an assignment in a reading workbook. This would be coded as:

ACTIVITIES / MATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/ Overhead	8. No Material	9. Nonreading Materials:	10. Other:
1. Instruction										
2. Verbal Assignment		T_8								
3. Silent Reading										
4. Oral Reading										
5. Discussion										
6. Written Assign.										
7. Assessment										
8. Waiting										
9. Transition										
10. Out of room										
11. Other:										

Other adults present in the classroom are noted in the same manner as the teacher using the symbols provided on the Idenfying Information Sheet.

The number of students who are engaged in each activity is also recorded in the above grid. The pupil engagement number is defined as those pupils who are actively attending to the task to which they are assigned. Pupils are considered to be engaged if they are writing also they are suppose to be writing; appear to be reading (eyes are focused on material) and generally appear to be in task. In other words, the pupils are paying attention, doing assignments, and responding to the activity at hand. Pupils who are unengaged may be daydreaming, socializing, doodling or the like and are off-task.

Engagement is recorded by first placing a slash (/) following the number of the pupils participating in each specific activity and then recording the number of students who are on-task. Referring to the examples mentioned above, suppose six of the eight pupils appeared to be actively involved in listening to the teacher give an assignment in their workbook. Two students however, are talking to each other as this activity is taking place. The observer would code the engagement of this particular group of students as 6/8.

Activity/Material Grid

MATERIALS / ACTIVITIES	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/ Overhead	8. No Material	9. Nonreading Materials:Spelling	10. Other:
1. Instruction					T 9/11					
2. Verbal Assign.										
3. Reading silently				6/7						
4. Reading orally										
5. Discussion	P 5/5									
6. Written Assign.									6/6	
7. Assessment			1/1							
8. Waiting										
9. Transition										
10. Out of room										
11. Other:(observing)								SV		

The above grid indicates:

1. The teacher (T) is providing instruction to eleven (11) pupils in a set of instructional materials. Nine (9) pupils are engaged, two (2) are not engaged.

2. Seven pupils are reading silently in trade books. Six (6) are on-task and one (1) is not.

3. A supervisor (SV) is observing the classroom without any materials.

4. Five (5) pupils are discussing an activity in the basal reader with a practitioner (P). All are engaged.

5. One (1) pupil is actively taking a test.

6. Six (6) pupils are working on a spelling assignment in a spelling text. All are engaged.

Step 4: The observer indicates the number of adults and pupils present in the room at the time of the observation by writing this number in the allotted space next to "Number Check".

Example:

# of adults 3

# of pupils 30

Step 5: The observer places the appropriate number in the space provided to indicate the number and types of groups that are noted in the classroom. For example, if the observer notes that in the classroom there are three achievement groups and 1 interest group, he/she will place a 3 next to achievement groups and a 1 next to interest group.

Achievement grouping - grouping arrangement based on the pupils' reading competencies regardless of the activities.

Skills grouping - reading groups based on the pupils' reading skill needs regardless of their reading performance levels. This category is marked only when a specific group is formed based on the skills need of pupils.

Peer-tutorial grouping - the teacher assignment of one pupil to assist another pupil in acquiring or reinforcing a particular skill. This category is coded only when one pupil is acting as the instructor of another pupil and not when two pupils are merely working as partners.

Interest grouping - reading groups formed for the purpose of investigating a particular interest area and reporting their findings to their classmates or preparing a written project.

Research grouping - groups formed for the purpose of investigating an academic topic assigned by the teacher. Pupils in this group are responsible for reporting their findings either to a group of their classmates or in a written project.

Example: If two achievement groups and one interest group are observed, the observer will code the following.

GROUPING INFORMATION

Types Observed	
Achievement	2
Skills	
Peer-tutorial	
Interest	1
Research	

Step 6: The observer codes the "Pupils Facing Teacher" chart. The purpose of this chart is to record the degree to which pupils are in direct view of the teacher. This chart is divided into two categories: the teacher's group (T. group) and the remainder of the pupils. Information in this chart is recorded by first checking the box that indicates the percentage range of pupils facing the teacher who are in a group instructed by the teacher. Next, the observer records the percent of pupils facing the teacher who are not involved in direct instruction by the teacher.

Example: All pupils directly involved in instruction with the classroom teacher are facing the teacher. Of the pupils who are not involved in teacher-directed instruction, only 75% are facing the teacher. Such information is coded as follows.

STUDENTS FACING TEACHER

	T. Group	Other
all	X	
75-99%		x
<75%		

Step 7: The observer draws the environment map. The purpose of the Classroom Environment Map is to 1) detail the manner in which the room is arranged physically, 2) record the placement of the teacher in relationship to his/her pupils, and 3) indicate the type of information written on the chalkboard.

The map is sketched using the following symbols:

*chalkboard: [xxxx | xxxx]

teacher: T

pupil not receiving group instruction from the teacher: O

desk: □

table: ▭ or ⬭

cubicles:]

chairs placed in a theatre arrangement: ‿

chairs placed in a semicircle arrangement: ∪

Other adults: Use symbols provided on Identifying Information Sheet.

In order to complete the Classroom Environment Map, the observer first sketches in the classroom hardware, i.e. tables, desks, and cubicles. (In order to save time, it is advised to sketch the hardware on each of the Classroom Environment Maps prior to the actual period of observation.)

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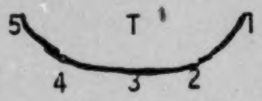
*The "xxxx" symbol on the chalkboard is replaced in the actual drawing by noting the category of information that is on the chalkboard. For example, if the chalkboard contains a list of new vocabulary words, that segment of the chalkboard will be represented by the table "new vocabulary words".

Following the placement of desks, tables, and cubicles on the map the observer identifies all information written on the classroom chalkboard.

The placement of pupils and adults is noted by using the above symbols. Finally, the observer divides the class into five areas and labels these areas in the following way:

A. Pupils who are receiving direct instruction from the teacher are assigned a number by giving the first pupil to the left of the teacher a "1", the second pupil to the left of the teacher a "2", the third pupil to the left of the teacher a "3" and so forth. For example, if 5 pupils are receiving direct instruction from the teacher and they are sitting in a semicircle, the sketch would look like:



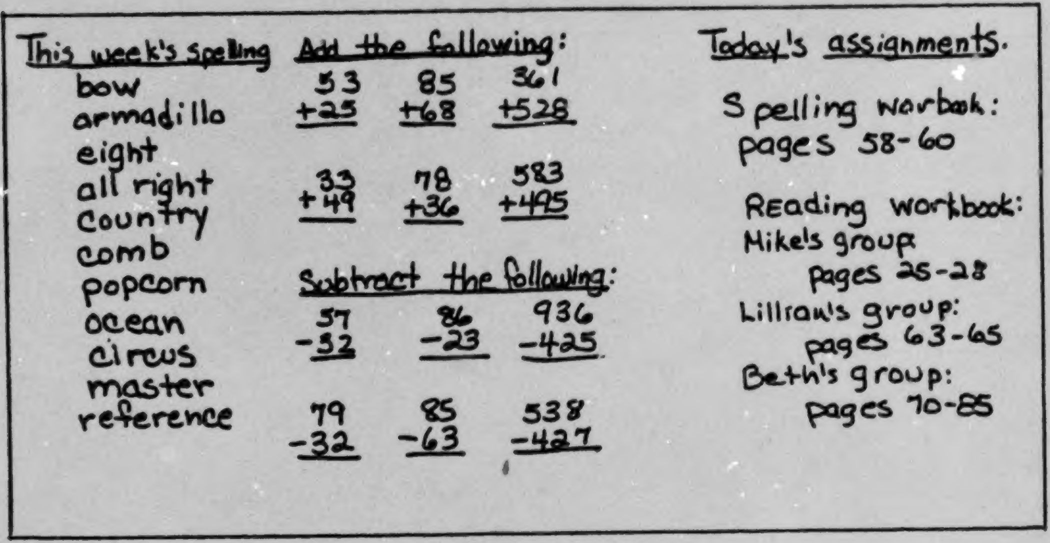
This sketch is considered one area of the room.

If the teacher is working with the entire class, skip this step and procede to step B.

B. The remaining area of the room is divided into 4 parts by sketching a dotted line around each of the areas and assigning each area "a", "b", "c", and "d". The divisions should include approximately the same number of pupils. The purpose for doing this will become clearer in the directions for the Interaction Chart. These numbers and letters represent individual pupils' particular areas of the room that will be used to code interactions in the Interaction Chart.

Table 1: Diagram A represents how a chalkboard may be used in the regular classroom. Diagram B represents how observers would sketch this chalkboard on the Classroom Environment Map.

Diagram A



This week's spelling
bow
armadillo
eight
all right
country
comb
popcorn
ocean
circus
master
reference

Add the following:
53 +25
85 +68
361 +528
33 +49
78 +36
583 +495

Subtract the following:
57 -32
86 -23
936 -425
79 -32
85 -63
538 -427

Today's assignments.

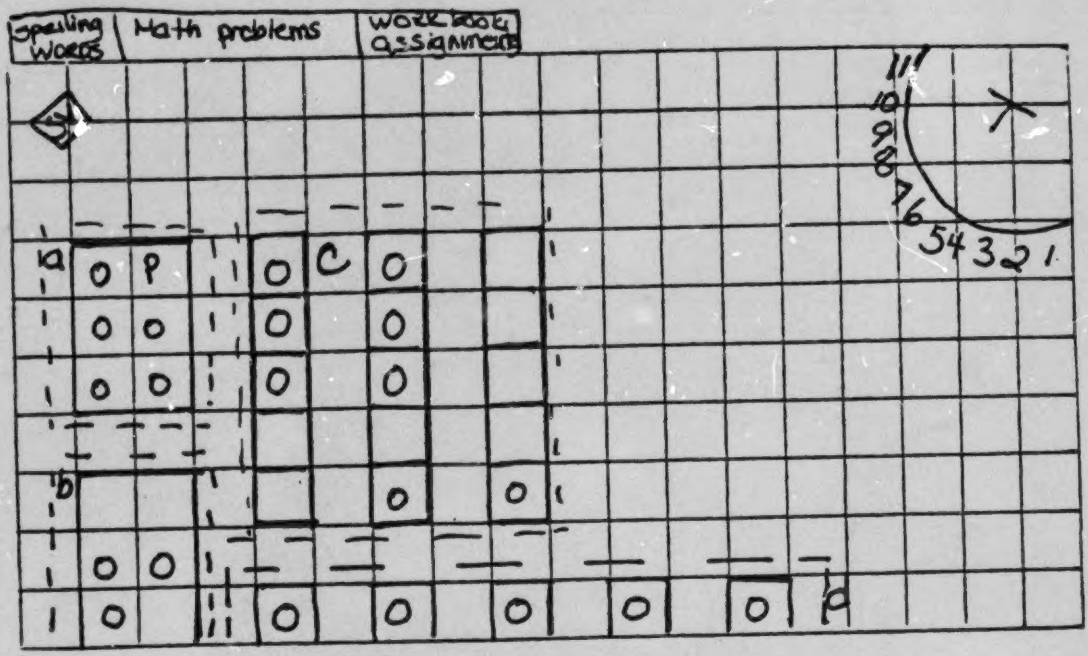
Spelling workbook:
pages 58-60

Reading workbook:
Mike's group
pages 25-28
Lillian's group:
pages 63-65
Beth's group:
pages 70-85

Diagram B

Spelling List	Math Problems	Workbook Assignments

Example: CLASSROOM ENVIRONMENT MAP



In this example, there are two tables. Five pupils and a practitioner are seated at the table closest to the chalkboard. Three pupils are seated at the other table. There are three rows of five desks. Three pupils are seated in the first three desks of the row closest to the tables. Four pupils are seated in the middle row (the fourth desk is vacant) and one pupil is in the last desk in the remaining row. Five students are working in cubicles placed against the wall parallel to the chalkboard. Eleven pupils are sitting in chairs arranged in theatre style and working with the teacher.

The room is divided into five areas. Pupils working with the teacher represent one area. They are numbered from one to eleven. One table has been labeled as area "a", the other table is labeled as area "b". The cubicles are coded as area "d", and the desks as area "c".

In addition, the sketch shows a supervisor seated in the corner next to the chalkboard. The information on the chalkboard is divided into three types of information: 1) a list of spelling words, 2) a group of math problems, and 3) workbook assignments.

Final Step: TO BE COMPLETED AFTER THE ENTIRE OBSERVATION PERIOD IS OVER.

The observer completes the Pupil Engagement Record.

The purpose of the Pupil Engagement Record is to note:

1. The total number of pupils working with the teacher, independently, or with an adult other than the teacher.
2. The total number of pupils actively engaged in a reading activity.
3. The total number of pupils actively engaged in an activity in which they are assigned.

Definitions of terms

Pupils engaged/overall refers to the active participation of pupils in an activity to which they are assigned. This may or may not be a reading activity.

Pupils engaged/reading refers to the active participation of pupils in a reading activity. Reading activities involve lessons that include both functional and facilitative variables of reading. Facilitative reading variables are those variables or skills that facilitate the acquisition of reading but are not considered to be reading by themselves. These lessons include activities that focus on such areas as phonetic analysis, structural analysis, study skills, as well as skills that develop a child's oral language background, vocabulary background, cognitive abilities, etc.
Functional variables on the other hand, are those variables or skills that focus on the reinforcement and extension of reading comprehension. Lessons which focus on functional variables may include activities which involve the acquisition of reading comprehension, study skills, reading appreciation, reading rate, etc.

The reading engagement measure includes only those variables mentioned above. Information coded under the categories of 1) Waiting, 2) Transition, 3) Out of Room, and 4) Non-Reading within the Activity/Materials Grid are not considered reading activities and should be coded accordingly.

Completing the Pupil Engagement Record

In order to complete the Pupil Engagement Record, the observer must refer to information recorded on the Material/Activity Grid of the interval chart at hand. For ease in understanding the directions, a replica of the Material/Activity Grid previously used as an example is provided below.

Activity/Material Grid

ACTIVITIES / MATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/ Overhead	8. No Material	9. Nonreading Materials: Spelling	10. Other:
1. Instruction					T 9/11					
2. Assignment										
3. Reading silently				6/7						
4. Reading orally										
5. Discussion	P 5/5									
6. Written Assign.									6/6	
7. Testing			1/1							
8. Waiting										
9. Transition										
10. Out of room										
11. Other: (observing)								SV		

Attend to the following steps to complete the Pupil Engagement Record:

1. By referring to the Activity/Material Grid determine the total number of pupils working 1) directly with the teacher, 2) independently, and 3) with an adult other than the teacher. These numbers are recorded in the appropriate category.

   For example, information in the above Activity/Material Grid, indicates that 11 pupils are working with the teacher in instructional materials. Six pupils are independently working on spelling, one student is taking a test, and seven pupils are reading trade books without the assistance of an adult. Therefore, there is a total of 14 pupils who are working independently. One group of five students is working with a practitioner. Adding together the number of pupils in each group we get a total of 30 pupils. The above information is recorded as follows:

	total number pupils	pupils engaged/ reading	pupils engaged/ overall
Teacher's group	11		
Independent work	14		
Adult group	5		
Total	30		

2. By referring to the Activity/Material Grid determine the total number of pupils actively engaged in reading instruction or activities who are working (1) directly with the teacher, (2) independently, and (3) with an adult other than the teacher. These numbers are recorded in the appropriate category.

   For example information in the above Activity/Material Grid indicate that the teacher is providing instruction in reading instructional material. Nine of the 11 students are actively engaged. Of the pupils working independently, we note that six of the seven pupils reading trade books are engaged, one pupil is actively taking a reading test. Thus we add six to one to get seven pupils actively engaged in reading. The remainder of the pupils working independently are involved in an activity that is not considered reading, thus we do not include them under this category. Of the pupils working with an adult other than the teacher, we note that the group is involved with a reading activity and all five pupils are actively involved. By adding together all the pupils who are actively engaged in a reading activity together, we identify 21 involved in reading activities. This information is recorded as follows:

	total number pupils	pupils engaged/ reading	pupils engaged/ overall
Teacher's group	11	9	
Independent work	14	7	
Adult group	5	5	
Total	30	21	

3. By referring to the Activity/Material Grid determine the total number of pupils actively engaged in an activity to which they were assigned who are working (1) directly with the teacher, (2) independently, and (3) with an adult other than the teacher. These numbers are recorded in the appropriate category.

For example, information in the above Activity/Material Grid indicates that nine of 11 pupils working with the teacher are actively engaged. Six of the six students working independently in a spelling activity are actively engaged, six of the seven students reading trade books, and one pupil taking a test are engaged. By adding the numbers of students working independently who are also engaged together we find that 13 pupils working independently are engaged. Next, we note that the five pupils who are working with an adult other than the teacher are engaged. Finally, we total the number of pupils who are actively engaged in an activity to which they are assigned to get a total of 27 pupils in overall engagement. This is recorded as follows:

	total number pupils	pupils engaged/ reading	pupils engaged/ overall
Teacher's group	11	9	9
Independent work	14	7	13
Adult group	5	5	5
Total	30	21	27

Nancy G. Mangano
William H. Rupley

FIFTEEN-MINUTE INTERVAL CHART

Time: 10:15 Teacher Jones
Date: 4/12/80 Observer: Sutton
Interval: [✓ 1] 2 3 4 5 6 7 8 9

Activity/Material Grid

ACTIVITIES / MATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst. Material	6. Audio-Visual	7. Chalkboard/ Overhead	8. No Material	9. Nonreading Materials: Spelling	10. Other:
1. Instruction					T 9/11					
2. Assignment										
3. Reading silently				6/7						
4. Reading orally										
5. Discussion	P 5/5									
6. Written Assign.									6/6	
7. Assessment			4/1							
8. Waiting										
9. Transition										
10. Out of room										
11. Other:								SV		

Number Check: # of adults 3 # of pupils 30

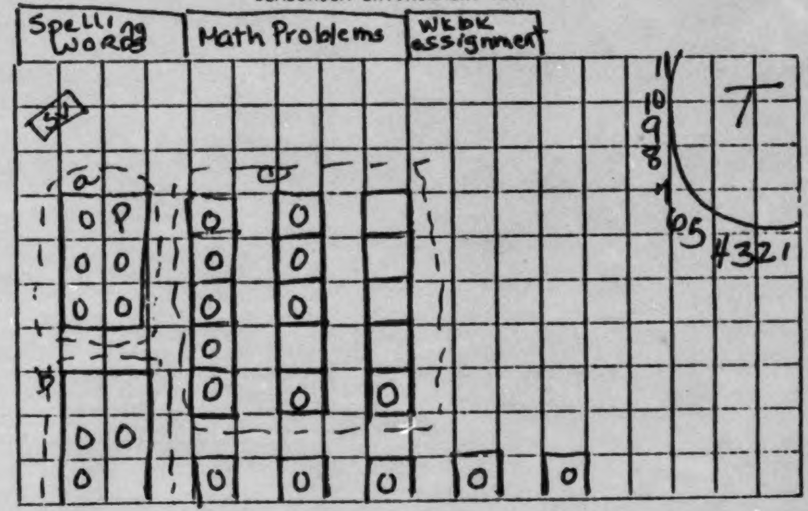
GROUPING INFORMATION

Types Observed
Achievement 2
Skills ___
Peer-tutorial 1
Interest ___
Research ___

STUDENTS FACING TEACHER

	T. Group	Other
all	x	
75-99%		x
<75%		

CLASSROOM ENVIRONMENT MAP



PUPIL ENGAGEMENT RECORD

	total number pupils	pupils engaged/ reading	pupils engaged/ overall
Teacher's group	11	9	9
Independent work	14	7	13
Adult group	5	5	5
Total	30	21	27

Example of Completed Fifteen-Minute Interval Chart.

THE INTERACTION CHART

THE INTERACTION CHART

The purpose of the Interaction Chart is to record patterns of interaction between the teacher and the pupils in the groups with whom he/she is working. The group can consist of as few as two pupils or as many as the entire class. The chart also provides for the recording of information regarding the activities of the teacher when he/she is not working with a group of students yet still within the allotted reading time period. Information concerning the patterns that the teacher uses during reading instruction, the manner in which the teacher introduces and teaches reading, the questioning procedures used, and the type of responses made by the pupils are recorded on this form. This section also includes a place to note the amount of time which elapses during 1) instruction, 2) transitions, 3) events that disrupt the actual reading instruction such as disciplining pupils, and talking to an outsider, and 4) events where the teacher is not working with a group of pupils .

COMPLETING THE INTERACTION CHART

The direction of coding

All coding in this section flows in a left to right direction. Once a mark is made in a specific column, the observer may only mark another category to the right of that mark. If an event occurs which must be coded in a column to the left of the last mark, the coder must go to the next line in order to record such information.

Example:

The following example shows the direction of coding by placing letters in a sequential order to represent the order of behavior. (This example merely shows the direction of coding and does not reflect the manner in which the Interaction Chart is completed.)

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Name:　　Date:　　Sequence: 1 2 3 4 5 6 7 8 9 10　　Observer:

					INTRODUCTION OF LESSON																				
	Context				Sets Purpose				Vocabulary							Engagement					Past Learning				
Time:	# of participants	Type of group/Abil.	Lesson Focus	Material Focus	Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:	Question	Discussion	Statement	Visual	Other:	Question	Discussion	Statement	Written Ex.	Other:
							A																		

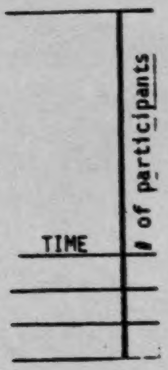
	LESSON										QUESTIONING										ANSWERING					FEEDBACK				COMM			
	Behavior										Types						Selection				Types					Acad		Dis.					
Time:	Gives info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T. gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application
	B										C											D											
														E							F												
											G													H									
													I								J												

In this example the teacher sets a lesson specific purpose (A) then gives information to the group of pupils she is working with (B). She asks a student a direct question (C). The pupil answers incorrectly (D). The teacher asks a probing question (E) and receives a correct answer (F). She then asks another direct question (G). The pupil she asks does not know the question (H). The teacher restates the question (I) and the pupil answers correctly (J).

Focus of Observation

During the coding of behaviors on the interaction chart, the observer focuses on the actions of the teacher and those pupils with whom the teacher is interacting. Behaviors are marked in the appropriate category as they occur. Time is noted as indicated below.

Time Column



The column to the far left of the Interaction Chart labeled "Time" is used to record the time of day that events occur. Time is recorded:

1. at the beginning and end of each interaction chart,
2. at the beginning and end of a transition,
3. at the beginning and end of silent reading,
4. at the beginning and end of an interruption that forces the teacher to disrupt an activity. This may include disciplining a pupil, speaking to a parent in the hall, talking to a pupil outside the reading circle, etc, and
5. at the beginning of each new lesson presented during instruction. For example, the teacher may complete a comprehension lesson using the basal and proceed with a skills lesson or the teacher may present the vocabulary words necessary to read the story, then procede with an introduction to the story.

CONTEXT CATEGORY

Context			
# of participants	Type of group/Abil	Lesson Focus	Material Focus

The context category requires information from four sources:

1) the number of participants in the group,

2) the type and ability of the group working with the teacher,

3) the focus of the lesson, and

4) the focus of the material

Number of participants (# of participants) refers to the actual number of pupils with whom the teacher is directly working.

Coding

The number of participants subcategory is coded at the beginning of each interaction chart and each time that the teacher changes groups. It is coded by placing the actual number of students with whom the teacher is working under the subcategory "# of participants". If the entire class is receiving instruction, the coder will place the symbol "W" in this space to indicate that the whole class is receiving instruction.

Types and Ability of the Group (Type/Abil.) refers to the type of grouping arrangement and the ability of the group that the teacher is instructing. The type of grouping that may be recorded in this space includes achievement grouping, skills grouping, peer-tutorial groupings, interest grouping and research grouping. (See page 15 for the definitions)

Coding

This column is coded at the beginning of each Interaction Chart and each time that the teacher changes groups. It is coded by placing the symbol of the type of group receiving instruction in the lower left hand corner followed by a slash (/), then the symbol for the ability of the group in the upper right hand corner. The symbols used in this column include:

a= achievement
s= skills
p= peer-tutorial
i= interest
r= research

H= high ability
M= medium ability
L= low ability
C= combination of abilities

For example, if the group that the teacher is instructing is a low ability achievement group, the observer would code the following: $a\backslash^{L}$.

Lesson Focus refers to the general reading skill area that is being emphasized in the lesson or portion of the lesson that is being observered.

The general reading skill areas include the following:

Whole word/sight word (w)

Whole word/sight word is coded when the primary focus of the lesson or part of the lesson is on words that are being taught or recognized as a whole rather than by their parts. For example, the teacher may be asking pupils to read words from word cards that they are expected to know immediately without sounding them out.

Vocabulary(v)

Vocabulary is coded whenever the primary focus of the lesson or part of a lesson is the acquisition of new words necessary for the understanding of a reading selection. An example of a vocabulary lesson may be when the teacher introduces words that the pupils will encounter in a story by discussing them within the context of a written sentence.

Phonetic Analysis(pa)

Phonetic analysis is coded whenever the lesson focuses on the analysis of speech sounds or combinations of speech sounds in words. This category includes instruction involving such concepts as the sounds of consonants, blends, diagrams, dipthongs, and the like.

Structural Analysis (sa)

Structural analysis is coded whenever the lesson focuses on the analysis of a word to identify its root, prefix, and/or suffix. It also includes lessons related to compound words, contractions, syllables, and accent marks.

Contextual Analysis (ca)

Contextual analysis is coded whenever the lesson or part of the lesson focuses primarily on the analysis of a sentence or passage in order to determine the meaning of a particular word. This category may include lessons that focus on syntactic clues, semantic clues or a combination of both, as well as a combination of one of the above with phonic clues.

Literal Comprehension (lc)

Literal comprehension is coded whenever the lesson focuses primarily on the understanding of information that is explicitly stated in the text. This category may include lessons which focus on the who, what, when, where, and why of the text, and character traits which are explicitly stated in the text.

Inferential Comprehension (ic)

Inferential comprehension is coded whenever the lesson focuses primarily on the understanding of meaning which is not explicitly stated in the text, but rather must be understood by "reading between the lines" or inferring from information found in the text. Lessons which focus on inferential comprehension may include inferring about the main idea, cause and effect relationships, figurative language, etc, Thus inferential comprehension is coded whenever pupils draw conclusions about information. This category may also be used if the focus of the lesson is on predicting outcomes.

Evaluative Comprehension (ec)

Evaluative comprehension is coded whenever the lesson focuses primarily on the formulation of judgements or opinions about the content of a reading selection by comparing it to a criterion. Lessons that focus on evaluations may include making judgements about the adequacy or validity of a reading selection, the discrimination of fantasy from reality, fact from opinion, determination of the purpose and intent of the author, and the like.

Comprehension(c)

Comprehension is coded whenever the lesson at hand deals with a combination of comprehension abilities.

Study and Research Skills (SS)

Study and research skills are coded whenever the major focus of a lesson is on skills related to topics such as using basic location aids, locating and using information in the text, locating and interpreting graphics, using footnotes, using and interpreting dictionary and encyclopedia information, using the library, etc.

Nonreading (0)

Non-reading is coded whenever the major focus of the lesson related to a topic that is not considered a reading skill. This may include lessons which focus on spelling, social studies, math, etc.

Summary of Symbols

w = whole word/sight
v = vocabulary
pa = phonetic analysis
sa = structural analysis
ca = contextual analysis
lc = literal comprehension
ic = inferential comprehension
ec = evaluative comprehension
c = comprehension
ss = study and research skills
0 = nonreading

Material Focus refers to the type of materials being used by the teacher during instruction. Whereas, the Fifteen-Minute Interval Chart provides categories that allow for general categorization of materials, the interaction chart is somewhat more specific. The materials that can be included under this subcategory include the following:

Basal Readers (b)

A basic reader within the basal reading series.

Reading Workbook (w)

Consumable supplementary booklet that contains exercises that give additional training and reinforcement that are not found in basic reading materials. The workbook can either be associated with the basal series or supplementary materials.

Reading Test (t)

A commercially or teacher-made assessment device that results in a written sample of pupils' reading skills or level of achievement. It may refer to a basal test, commercially developed test, standardized test, etc.

Trade Book (tb)

Trade book refers to books published for recreational purposes and may include fiction, nonfiction, how-to-books and similar library type books.

Reading Flash Cards (fc)

A small card of heavy cardboard which has letters, phonic combinations, phrases, sentences, or words written or printed on it.

Ditto (d)

A consumable teacher or commerical worksheet that contains activities for reinforcing previously learned information.

Audio-visual (av)

Any device by which instruction is facilitated through the use of the senses of hearing and/or sight. This may include film strips, films, television, records, tapes, and the like.

Chalkboard/overhead/chart (c)

Materials used to facilitate instruction, including the chalkboard, an overhead projector, or a chart. Charts may include flip charts, pocket charts, reference charts, and teacher-made posters.

Magazines/newspapers (m)

Published periodicals that may appear daily, monthly, or weekly.

Reference book (r)

A book that is published for the purpose of obtaining information. This may include dictionaries, almanacs, encyclopedias, and the like.

Paper and Pencil (pp)

Paper and pencil are coded whenever the only material present is a piece of paper and a writing object.

No Material (n)

No material is coded whenever the teacher and pupils are involved in an instructional activity without using materials.

Non-reading material (o)

Whenever the materials used do not specifically relate to reading instruction. This may include social studies texts, math worksheets, spelling books, handwriting workbooks, teacher-made materials related to a content area other than reading, etc.

Summary of Symbols

b = basal readers
w = workbook
t = reading test
tb = trade book
d = ditto
fc = flashcards
av = audio-visual

c = chalkboard/overhead/ charts
m = magazines/ newspapers
r = reference book
pp = paper and pencil
n = no material
o = nonreading material

Coding

Material and Lesson focus are coded by placing the symbol of the material of lesson in the space provided. It is coded at the beginning of each Interaction Chart and each time that the teacher changes materials and/or lessons.

Examples of Coding the Context Category

		Context			
	TIME	# of participants	Type of group/Abil	Lesson Focus	Material Focus
Example 1	8:35	13	a	pa	w
Example 2	8:50	13	i	c	th

Example 1: At 8:35, 13 pupils in a high ability reading group are receiving phonic instruction. This lesson is facilitated through the use of a workbook

Example 2: At 8:50, 13 pupils in an all-level interest group are reading a trade book. The focus of this lesson is on the general understanding of the book they are reading, thus comprehension (c) is recorded under lesson focus.

Coding Symbols for the Remainder of the Interaction Chart

The symbol used to code the remainder of the Interaction Chart reflects the person who performed the behavior described in each subcategory. If the behavior is directed toward a particular person as opposed to a group or the entire class, the observer also records the person to whom the behavior is directed.

If the teacher performs the action, the observer will record a "T" under the column which describes this behavior. If a pupil in the teacher-directed reading group performs the action, the number that was assigned to the pupil in the Classroom Environment Map is recorded. If the entire teacher-directed group is involved in a particular behavior such as a group of pupils reading silently, the observer will code 1-k, where k is the number of pupils in the group.

At times where the teacher is instructing the entire class the following symbols are used. The symbol "W" is used to refer to behaviors in which the entire class is participating. For example if the entire class is calling out words on wordcards simultaneously, a "W" would be placed under reads orally. If the teacher is involved in whole class instruction and he/she interacts with a specific pupil, the observer would refer to the pupil by placing the symbol which represents the area of the room in which the student is seated. For example, if the teacher who is involved in whole class instruction, questions a pupil who is seated in area "a", it would be coded as "Ta" under the type of category that represents the type of question that she asked.

At times when the teacher is involved in group instruction, but interacts with a pupil who is not within this particular reading group, the observer will indicate the pupil by placing the letter that was assigned to the area of the room in which the pupil is sitting. If a pupil comes up to the reading group and leaves the area in which he is generally seated, the observer will mark a "P" under the appropriate category.

More specific coding directions will be provided under the description of each of the categories.

INTRODUCTION OF THE LESSON

INTRODUCTION OF LESSON																				
Sets Purpose				Vocabulary							Engagement					Past Learning				
Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:	Question	Discussion	Statement	Visual	Other:	Question	Discussion	Statement	Written Ex.	Other:

Categories that are found under the heading of "Introduction of the Lesson" include instructional behaviors that generally occur prior to an actual lesson. These categories include:

1. setting the purpose for the lesson (Sets Purpose)
2. introducing vocabulary (Vocabulary)
3. motivating students (Engagement)
4. relating information that has been previously learned to the present lesson (Past Learning)

SETS PURPOSE CATEGORY

Sets Purposes			
Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ)

Setting the purpose (Sets purpose) refers to behaviors in which the teacher or pupil indicates why the lesson or activity is necessary. This category indicates whether the purpose set is content specific or lesson specific and whether it was done verbally, nonverbally, or both.

Content Specific (Cont.-Spec.) refers to purposes for the lesson that are associated with the global nature of the skill. For example the teacher might tell students why the lesson is important by saying, "This skill is necessary so that whenever you do a research paper, you will know how to look up the information in a reference book."

Content Specific Verbal (Cont.-Spec. (Verb.))
Although these categories are generally recorded prior to the coding of information related to the actual lesson, there may be times during the observation where the teacher interrupts the actual lesson to respond to one of the above behaviors. Thus these categories may be appropriately used at any time during the observation.

Content Specific Verbal is coded whenever a stated oral content-specific purpose is set.

Content-Specific Written (Cont.-Spec. (Writ.)) is coded if a written content-specific purpose is set, e.g. written on the chalkboard, on a piece of paper, on a chart, etc.

Lesson Specific (Less.-Spec.) refers to purposes that are associated with the actual lesson. This category is marked whenever the reason given for learning the skill has an immediate application. For example, the teacher might say "It is important to learn this skill so that you can answer the questions correctly on the worksheet that I will give you for homework." or "Read to find out why Johnny decided to play a trick on Sue."

Lesson Specific/Verbal (Less.-Spec. (Verb)) is coded whenever a stated oral purpose is set.

Lesson Specific/Written (Less.-Spec. (Writ.)) is coded if lesson specific written purpose is set, e.g., written on the chalkboard, on a chart, on a piece of paper, etc.

Coding

This category is coded by placing the symbol of the person who sets the purpose in the space that indicates the type of purpose set and the manner in which it was set. More than one space may be coded.

Example

Sets Purposes			
Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ)
		T	

If the teacher says, "We are going to learn all the words on this list so that we can play a game with them." the observer would code this category as:

VOCABULARY CATEGORY

Vocabulary						
Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:

Vocabulary is coded whenever the teacher either presents new words or reviews words that facilitate pupils' understanding of the lesson to follow. This category indicates the manner in which the words are presented. The subcategories are listed as verbal presentation, lists, written context, oral-context, wordcard, and other.

Verbal Presentation (Verb. Pres.) is coded whenever the teacher presents words to pupils in a verbal form with no reference to their written form. For example the teacher says "The vocabulary words today are election and government. Does anyone know what an election is?"

Lists is coded anytime the teacher writes more than one word in isolation, related to a reading lesson. For example, the teacher may list new words on the chalkboard, on a poster, or on worksheets.

Written Context (Writ-Context) is coded whenever the teacher writes the words in sentences or phrases on the chalkboard, on a worksheet, on a poster, etc. to serve as examples for his/her vocabulary lesson.

Oral Context is coded whenever the vocabulary word is presented verbally in a sentence or phrase by the teacher or a pupil. This does not refer to the oral reading of a sentence in written context. For example, the teacher may say, "Our vocabulary word for today is shark." The shark swims at the bottom of the ocean. Can anyone guess what a shark is?"

Text is coded whenever pupils use their text in order to locate a given word, phrase, sentence, passage, etc. For example, the teacher might say, "Find the word "blacksmith" in your text. From the sentence in your text can you determine what "blacksmith" means?"

Wordcard is coded whenever the teacher presents isolated words on a card.

Other refers to behaviors or activities of the teacher and pupils that are not coded under a specific category of the observation system, yet are deemed significant for research and observational purposes. If other is used, specify how the words are presented.

Coding

This category is coded by placing the symbol of the person who presents the vocabulary word(s) under the subcategory of the manner in which the words are presented.

Examples

If the teacher presents new vocabulary words by writing them in a list on the board, the coder will mark this category as indicated in example 1.

If pupil number 5 uses the new vocabulary word in his own sentence such as "Sharks eat people.", the observer will code this category as indicated in example 2.

Vocabulary							
Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:	
	T						Example 1
			5				Example 2

ENGAGEMENT CATEGORY

Engagement				
Question	Discussion	Statement	Visual	Other

Engagement refers to a motivational technique that is used to engage pupils in the lesson. It is a specific part of the introduction of the lesson. Engagement subcategories include question, discussion, statement, picture, and other.

Question is recorded whenever the teacher asks a question for the purpose of eliciting interest in the lesson at hand. An example of an engagement question preceding a story about the adventures of a mischievous dog, might be, "Do any of you have a dog who loves to do mischievous things?"

Note: Whenever a question appears to specifically address engaging pupils prior to the beginning of instruction, it is coded under the question subcategory under ENGAGEMENT. It is NOT coded in the question category.

Discussion is recorded whenever the teacher and/or pupils share experiences or information about the information used for engaging pupils in the lesson. For example, if the teacher has asked the question mentioned above and the pupils proceed to discuss their dogs, the discussion category would be coded.

Statement is recorded whenever the teacher makes a statement in order to engage pupils in the lesson at hand. For example, the teacher might say, "I had a dog who always likes to get into trouble. Just yesterday, my dog... Today, we are going to read a story about a dog who is like my dog."

Visual is coded whenever the teacher uses a pictorial representation such as a photograph, sketch, or illustration to engage pupils in the lesson at hand. For example, in the case of the mischievous dog, the teacher may show a picture of a dog who is doing something mischievous.

Other is coded whenever the teacher utilizes another form of engagement that is significant for recording but not included in one of the above examples. If this occurs, the observer must specify the event that occurs.

Coding

This category is coded by placing the symbol of the person who is engaging the pupils under the appropriate subcategory. For example, if the teacher says, "Do any of you have a dog who loves to do mischievous things?", and students 1, 5, and 7 respond by sharing experiences about their dog with teacher comments, the active engagement would be coded as follows.

Engagement				
Question	Discussion	Statement	Visual	Other:
T	1,5,7			

PAST LEARNING CATEGORY

Past Learning				
Question	Discussion	Statement	Written Ex.	Other:

The past learning category is coded whenever the teacher or pupil gives information about a lesson that has been previously learned in order to relate information to the lesson at hand. The subcategories under past learning include question, discussion, statement, written example and other.

Question is recorded whenever the teacher asks a question related to past learning. For example, the teacher asks, "Can anyone recall the kinds of citrus fruits we learned about in yesterday's story?"

Note: Whenever the question relates specifically to past learning, it is coded under the question category of PAST LEARNING. It is NOT coded in the question category.

Discussion is recorded whenever the teacher and pupils discuss past learning activities. For example, the teacher begins by saying, "Today, we are going to learn how our knowledge of alphabetical order can be used to find words in the dictionary". The teacher preceeds to discuss the method of determining the alphabetical order of a list of words.

Statement is recorded whenever the teacher or pupil makes a statement about past learning. For example, the teacher may say, "Last week we learned that when a vowel comes between two consonants in a syllable, it has a short sound. Today, we are going to learn what happens to a three letter word with this consonant-vowel-consonant combination when we add an "e" to the end of it."

Written Example is coded whenever the teacher or pupil provides a written example or writes an example of the past learning experience on the chalkboard, on a ditto, in a text or the like. For example when the teacher provides examples or problems related to a skill previously learned for the purpose of review.

Other is coded whenever the teacher or pupil utilizes another form of presenting previously-learned information that is not included in one of the other subcategories. If this occurs, the observer must specify the method that was used.

Coding

This category is coded by placing the symbol of the person who has commented on or presented information that was previously learned under the appropriate category.

Example

If the teacher says "Who remembers how we pronounce three-letter words that have a vowel between two consonants?", the observer would record the following:

Past Learning				
Question	Discussion	Statement	Written Ex.	Other:
T				

LESSON CATEGORY

LESSON									
Behavior									
Gives info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections

Lesson refers to the period of time in which the actual lesson is occurring as opposed to the introduction or preparation period prior to the actual dissemination of the content pertaining to the lesson at hand. Although this section of the interaction chart is labeled "Lesson", behaviors during the actual introduction of the lesson may be coded under these categories when they are not listed specifically under the introduction. Behaviors included in the lesson category include:

Gives information
Gives assignment
Demonstrates
Discusses correctness
Expands
Repeats
Corrects work
Reads silently
Reads orally
Corrections

Gives information (Gives info.) is coded whenever the teacher and/or pupil provides verbal comments, statements, or information related to the lesson at hand, or provides verbal comments, statements, or information related to material or procedures that affect participation in the lesson at hand.

Examples:

1. The teacher tells students how to use the encyclopedia.
2. The teacher tells students how to guess the meaning of a word from the context of the sentence.
3. The teacher tells students that later in the week they will finish reading the story that they have begun.

Gives Assignment is coded whenever the teacher gives students an assignment to be completed either at home or during classtime.

Examples:

1. The teacher says "During this week you will complete pages 3, 4, and 8 of your workbook."
2. The teacher says "For homework tonight, write a story about your favorite television character."

Demonstrates is coded whenever the teacher or pupil illustrates, further explains or models a concept, an activity, or a procedure through the use of either verbal or written examples.

Examples:

1. The teacher shows pupil how to skim a page by verbally going through the steps he/she is using while skimming the page.
2. The teacher says, "As you take this test I want you to read these words like this "/p/ - /an/ /pan/."

Discusses correctness (Discusses correct.) is coded whenever the teacher or pupil states why a particular answer or statement is correct.

Example:

The teacher says, "Yes this word is pronounced as cape and not cap because the 'e' at the end makes the vowel say its own name."

The teacher says "You're right, the boy in the story appeared concerned-because he was frowning all the way to school."

Expands is coded whenever the teacher or pupils clarify a concept, skill, procedure, etc. by providing additional information related specifically to the lesson focus. This subcategory includes rephrasing, using analogies, giving verbal examples and the like.

Example:

The teacher explains how to scan a page for information and realizes that the pupils don't seem to understand. She rewords and/or uses analogies to clarify the information and to assist them in their understanding.

Repeats is coded whenever the teacher and/or pupil verbally reiterate a concept answer or direction for emphasis.

Examples:

The teacher says, "Before you take your test, remember to put your name on your booklet. Remember, put your name on your booklet."

The teacher says, "The next word to spell is 'parameter', 'parameter'."

Corrects Work is coded whenever the teacher or pupil check their papers, workbook, or any other written assignment.

Example:

The teacher, after asking pupils to open their workbooks to yesterday's homework assignments calls out the correct answer for each of the problems.

Reads silently is coded whenever the pupils or teachers are engaged in reading to themselves. (Note: When coding this behavior, indicate the time that silent reading begins and the time it ends by recording the time in the "time category.")

Example:

The pupils are reading a basal story silently.

Reads orally is coded whenever the teacher or pupil reads anything aloud to another pupil or to a group of pupils. (Note: When coding this behavior, indicate the time that the oral reading session begins and ends by marking the "time category" accordingly. The recording of time would not pertain to the reading of merely a word or a sentence, but rather pertains to a reading selection which contains at least one paragraph.)

Examples:

A student reads a page from the basal reader. (Time is recorded)

A student reads a vocabulary word from a flashcard. (Time is NOT recorded)

A student reads a sentence from a sentence card. (Time is NOT recorded)

The teacher reads a storybook to the class. (Time is recorded)

Corrections is coded whenever the teacher corrects a word recognition error of a pupil who is reading orally. This category is coded differently than the other categories. It is coded by placing a tally mark in the space adjacent to the reads orally column each time that the teacher corrects a specific student.

Coding:

The Lesson Presentation Category with the exception of the subcategory of "Corrections" is coded by placing the symbol of the person who is engaged in that activity in the appropriate subcategory. If a group of pupils is involved in an activity, place the numbers of all the pupils involved or place the symbol 1-n, n = the size of the group under the appropriate subcategory.

Examples:

(See coding on page 49)

Example 1: At 8:50 the teacher and 8 pupils begin reading a basal story silently. The activity concludes at 9:10.

Example 2: The teacher and pupils correct a homework assignment in their workbook together.

Example 3: Student 3 is reading a page from the basal reader to the reading group. The teacher corrects pupil 3 five times during the oral reading session.

Example 4: The teacher tells students how to find a word in the dictionary. She then proceeds to show students how this is done.

Example 5: The teacher says, "During the week you will complete pages 3, 4, and 5 of your workbook."

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Name: Date: Sequence: 1 2 3 4 5 6 7 8 9 10 Observer:

	Context				INTRODUCTION OF LESSON																					LESSON										QUESTIONING										ANSWERING					FEEDBACK				COMM.			
					Sets Purpose				Vocabulary							Engagement					Past Learning					Behavior										Types						Selection				Types					Acad		Dis.					
Time:	# of participants	Type of group/Abil.	Lesson Focus	Material Focus	Cont-Spec. (verb.)	Cont-Spec. (writ.)	Less-Spec. (verb.)	Less-Spec. (writ.)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:	Question	Discussion	Statement	Visual	Other:	Question	Discussion	Statement	Written Ex.	Other:	Gives info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T. gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice Application
Example 1 8:50																																	TB																										
9:10																																																										
Example 2																																TB																											
Example 3																																		Sm																								
Example 4																										T		T																															
Example 5																											T																																

QUESTIONING CATEGORY

QUESTIONING									
Types						Selection			
Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs

Questions refer to the requesting of information by the teacher or pupil of another individual during the actual lesson. Information under this category indicates the type of question that is being asked by the teacher or the pupil (types) and the manner in which the teacher chooses the pupil to respond to a question (selection).

Types of Questions

Types					
Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical

Types of Questions (Type) indicates the kind of question that is asked.

Types:

Direct question (Direct) is coded whenever the teacher or pupil asks a question that has only one correct answer.

Example:

The teacher asks, "What three events happened in the story?"

Open-ended question (Open-ended) is coded whenever the teacher or pupil asks a question that has more than one answer or there is more than one way in which the question can be answered.

Example:

The teacher asks, "How would you have felt if you were in this situation?"

Restates refers to the repetition of a question that has previously been stated within a relatively short period of time.

Examples:

The teacher says, "James, what is the name of the boy in the story?" James is not paying attention so the teacher repeats the question. (Note: The first time that the teacher asks the question, it is marked as a direct question, while the second time the question is asked it is marked in the restates subcategory.)

Probe/Cues is coded whenever the teacher or pupil asks subsequent questions or rephrases questions with the intent of illiciting the correct response from pupils who did not respond correctly to the initial question.

Example:

The teacher asks Joe, "What is the major theme of the story?" Joe answers, "I don't know". So the teacher asks Joe, "What point do you think the author was trying to make by writing this story?"

(Note: The first question in this example is marked as a direct question while the second question is a probe.)

Nonacademic is coded whenever the pupil or teacher asks a question during instruction that is not directly related to the instruction focus or an academic subject.

Nonacademic is coded whenever the pupil of teacher asks a question that is not directly related to the instruction focus or on academic subject.

Examples:

Teacher asks, "How many of you are staying for baseball practice, today?"

Teacher asks, "What are they serving for lunch today?"

Rhetorical is coded whenever the teacher or pupil either asks a question which is asked merely for effect with no answer expected or answers the question himself without giving pupils a chance to respond.

Example:

Teacher asks, "We all know the short vowel sound, don't we?"

Coding:

This category is coded by placing the symbol of the person who asked the question under the subcategory of the behavior which is occurring. For examples of coding this category, refer to the coding section of the Selection Category.

Selection:

Selection			
Preselect	Nonvolunteer	Volunteer	Call-outs

Selection refers to the manner in which pupils are called upon to respond.

Preselection is coded whenever the teacher calls on a particular pupil before asking the question.

Example:

The teacher says, "Mary, what is the name of the boy in the story?"

Nonvolunteer is coded whenever the teacher asks a question, then calls on a pupil who has not volunteered to respond to the question. This is different from preselect in that, at the time the question is asked, the pupils do not know to whom the question will be directed.

Example:

The teacher says, "What is the name of the boy in the story? Johnny, will you answer this please?" Johnny has not volunteered.

Callouts are coded when one or more pupils answer a question that has not been directed to him/her by the teacher

Examples:

The teacher asks Billy to answer a question, but Mary calls out the answer before Billy has a chance to respond.

The teacher asks a question and a pupil responds before the teacher can call on someone to answer.

The teacher asks a question and several students respond simultaneously.

Coding:

The Selection category is used only when the teacher asks the question. It is coded by placing a T. under the type of selection that the teacher uses to choose her pupils. If the teacher preselects or calls on a non-volunteer. the observer places the symbol of the pupil next to the T. If one or more pupils call-out an answer, the symbol of the pupil or pupils is placed in the space under call-out.

For examples of coding the Selection category, refer to coding section of Types of question

Examples: (See coding on next page)

Example 1: The teacher asks, "Mary (pupil 3), what is the name of the dog in the story?"

Example 2: The teacher asks all pupils to tell how they would feel if they were in a similar situation. The group has five pupils.

Example 3: The teacher asks, "What is the major theme of the story, Joe (pupil 1)?" Joe responds, "I don't know". The teacher then says to Joe, "What point do you think the author was trying to make by writing this story?"

Example 4: The teacher asks, "Will you please close the door, Sue (pupil 2)?"

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Name: Date: Sequence: 1 2 3 4 5 6 7 8 9 10 Observer:

	Context				INTRODUCTION OF LESSON																					LESSON										QUESTIONING										ANSWERING					FEEDBACK				COMM.			
					Sets Purpose				Vocabulary							Engagement					Past Learning					Behavior										Types						Selection				Types					Acad.		Dis.					
Time:	# of participants	Type of group/Abil.	Lesson Focus	Material Focus	Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:	Question	Discussion	Statement	Visual	Other:	Question	Discussion	Statement	Written Ex.	Other:	Gives info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T. gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application
Example 1																																				T						T_{S}																
Example 2																																					T							T_{S}														
Example 3																																					T						T_{1}						I									
																																							T																			
Example 4																																								T																		

ANSWERING CATEGORY

ANSWERING				
Types				
Right	Wrong	Incomplete	D.K.	T. gives answer

An answer is coded whenever the teacher or pupil responds orally to a question. The information coded reflects whether the answer is right, wrong, incomplete, as well as if the pupil indicates that he/she does not know the answer or the teacher provides the answer to the pupil.

Right is coded whenever the answer given to the question is correct and complete. In the case of an open-ended question code its subcategory "right" if the answer is satisfactory to the teacher.

Wrong is coded whenever the answer given to a question is totally incorrect.

Incomplete is coded whenever the answer given is partially correct and partially incorrect, or when the answer is correct but incomplete.

Don't Know (D.K.) is coded whenever the response to an answer is "I don't know", or no response is given at all.

Teacher gives answer is coded whenever the teacher gives the pupil the correct answer.

Coding:

This category is coded by placing the symbol of the person who gives the answer in the column under the type of response that was made.

Examples: (See page 57 for coding)

Example 1: The teacher asks, "Mary, what is the name of the dog in the story?" Mary (pupil 3) responds incorrectly. The teacher then asks for a volunteer and restates the question. Pupil 1 answers correctly.

Example 2: The teacher asks the group to tell how they would feel if they were in a similar situation. Pupil 5, after being acknowledged by the teacher answers correctly.

Example 3: The teacher asks Joe (pupil 1) "What is the major theme of the story Joe? Joe refuses to comment. The teacher then says to Joe, "What point do you think the author was trying to make by writing the story?" Joe answers to the satisfaction of the teacher.

GRIP INTERACTION CHART (Research Form-I)
Nancy G. Mangano & William H. Rupley, 1981

Name:
Date:
Sequence: 1 2 3 4 5 6 7 8 9 10
Observer:

	Context				INTRODUCTION OF LESSON																				
					Sets Purpose				Vocabulary							Engagement					Past Learning				
Time:	# of participants	Type of group/Abil.	Lesson Focus	Material Focus	Cont-Spec. (verb)	Cont-Spec. (writ)	Less-Spec. (Verb)	Less-Spec. (writ.)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:	Question	Discussion	Statement	Visual	Other:	Question	Discussion	Statement	Written Ex.	Other:
Example 1																									
Example 2																									
Example 3																									

	LESSON										QUESTIONING										ANSWERING					FEEDBACK				COMM			
	Behavior										Types						Selection				Types					Acad		Dis.					
Time:	Gives info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T. gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application
Example 1											T						T5					3											
													T						T		1												
Example 2												T							T5		5												
Example 3												T						T						T									
														T							1												

FEEDBACK CATEGORY

FEEDBACK			
Acad.		Dis.	
Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.

Feedback refers to the teacher's reactions and responses to pupil's academic or disciplinary behavior. This category indicates the type of feedback given and whether it was positive or negative in nature. This column is used only to record teacher behaviors.

Academic (Acad.) Feedback) - Feedback that is related to the learning experience.

Positive academic feedback (Positive Fdbk.) is coded whenever the teacher verbally reacts or responds to pupils' academic beahviors in an overt positive manner. Examplesof this include the teacher saying, "Good job, well done.", "Very nice work.", "That response is correct."

Example:

A pupil responds correctly to a question and the teacher says, "Very good."

Negative academic feedback (Negative Fdbk.) is coded whenever the teacher verbally reacts or responds to pupils academic behaviors in a negative manner.

Example:

A student responds incorrectly to a question and the teacher says, "You are wrong."

Disciplinary (Disc.) feedback refers to feedback that redirects pupil's disruptive behavior or points out those pupils who are behaving appropriately.

Positive disciplinary feedback (Positive Fdbk.) - The teacher points out that pupils are behaving appropriately in a situation where they could potentially be misbehaving.

Examples:

The teacher says, "I sure like the way Bill is working quietly."

The teacher says, "You walked to the reading circle very nicely."

Negative disciplinary feedback (Negative Fdbk./Com.) is coded whenever the teacher reacts or responds to pupils' disruptive behavior by stating or demonstrating desired behaviors. This category includes any discipline commands that serve the purpose of redirecting behaviors and any individual interactions in which the teacher discusses inappropriate classroom behaviors.

Examples:

The teacher calls a pupil to the side of the room to discuss his/her talking out in class.

The teacher tells the whole class to work more quietly.

The teacher says, "Paula, go to your seat and get busy."

Coding:

Feedback is coded by placing a "T" and the symbol of the pupil or pupils who is receiving the feedback under the appropriate category. If the feedback is directed at the entire class, the coder will merely place a "T" under the appropriate column.

Examples:

Example 1: The teacher tells a pupil in area "b" to sit quietly in his chair.

Example 2: The teacher tells the group of pupils (n=8) that they answered the questions very well.

	FEEDBACK			
	Acad.		Dis.	
	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.
Example 1:				T_b
Example 2:	T8			

COMMAND CATEGORY (COMM)

COMM.	
Academic Com.	Nonacademic Com.

A command refers to a direct order. This column is coded whenever a direct order (other than a direct order related to disciplinary action) is given by the teacher. The subcategories indicated in this section are academic and nonacademic. This column is utilized for teacher behaviors only.

Academic Command (Academic Com.) is coded whenever the teacher gives a direct order referring to the instruction at hand.

Examples:

The teacher says, "Turn to page 500, and read the first two paragraphs."

The teacher says, "Tell me the name of the boy in the story."

The teacher says, "Read this page to the group."

Nonacademic Command (Nonacademic Com.) is coded whenever the teacher gives an order that does not relate to academic activity.

Examples:

The teacher says, "James, please see who is at the door."

The teacher says, "Margret's group can line up at the door."

Coding:

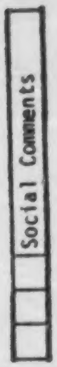
Commands are coded by placing a "T" and the symbol of the pupil or pupils who the teacher is directing the command under the appropriate category. If the command is directed to the entire class, the observer merely places a "T" in the space.

Example:

The teacher says, "Jerry (student in area a), shut the door."

COMM.	
Academic Com.	Nonacademic Com.
	Ta

SOCIAL COMMENTS SUBCATEGORY



Social comments refers to teacher and pupil statements or interactions that are social in nature.

Examples:

The teacher says, "Mary, you sure look pretty today."

Susan says, "I had turkey for dinner last night."

A pupil says, "When are we going to recess?"

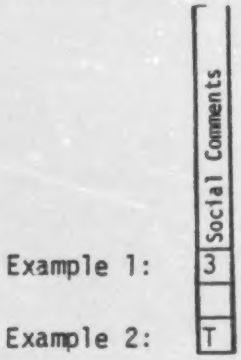
Coding:

The social comments category is coded by placing the symbol of the person who makes the commend in the space provided.

Examples:

Example 1: Johnny (pupil 3) says, "Today is my birthday."

Example 2: The teacher says, "Kate sure has a nice dress on today."



PRACTICE/APPLICATION SUBCATEGORY

Practice/Application

Practice/Application refers to an actual reading task that the pupil is directed to complete for a given purpose, such as reading silently for enjoyment, reading sentences and/or phrases, ordering sequence of events, and completing a written activity. This activity serves the purpose of reinforcing a learned skill or skills or to apply these skills to a meaningful reading situation.

Coding:

Practice/Application is coded by placing "T" in the column when the teacher directs pupils to do an activity which involves the reinforcement or application of the skill.

For example, after a phonic lesson, the teacher gives the pupils an assignment that applies the phonics in a meaningful context. A "T" would be placed in this category.

Practice/Application
T

TRANSITIONS AND OTHER TEACHER BEHAVIORS

TRANSITIONS

Transitions are periods of time in which the teacher and pupils are actively involved from one learning situation to another. There are two types of transitions. The first type, planned transitions reflects a planned change in activity. Planned transitions include such events as:

1. passing out materials
2. changing reading groups
3. dismissing pupils to go to another class
4. bathroom breaks
5. passing out materials

and so forth.

The second type of transition, Disruptive Transition, is a transition where the pupil and teacher are forced to interrupt their planned activity because of an unplanned event. Disruptive transitions include such events as:

1. The teacher leaves the classroom to speak to the principal.
2. The teacher reprimands a group of pupils for more than one minute.
3. The teacher interrupts the reading circle to help a student.

Coding transitions

Transitions are coded in the following manner. The observer 1) writes the time that the transition begins in the time column, 2) records anecdotally the action of the teacher in behavioral terms across the line next to the time that the transition begins, and 3) indicates the time that the transition ends by recording the time. An example of this is found on page 66.

CODING OTHER TEACHER BEHAVIORS

When the teacher is not teaching a group whether it be a small group, large group or entire class, the observer still records the teacher's behavior. These "other" behaviors are recorded anecdotally in the same manner as were transitions. Examples of behaviors that must be recorded anecdotally include:

1. The teacher gives a test.
2. The teacher walks around the room helping individual pupils.
3. The teacher grades papers at her desk .

As a general rule, any behavior that cannot be recorded in the categories within the Interaction Chart are to be recorded anecdotally between the lines. Time is always recorded when anecdotal reports are written.

(See next page for examples)

Examples of Transitions and anecdotally recorded behaviors.

Name:

					INTRODUCTION OF LESSON																					LESSON												QUESTIONING										ANSWERING					FEEDBACK				COMM.			
	Context				Sets Purposes				Vocabulary							Engagement					Past Learning					Behavior												Selection				Types						Types					Acad.		Dis.					
TIME	# of participants	Type of group/Abil	Lesson Focus	Material Focus	Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Test	Wordcard	Other:	Question	Discussion	Statement	Visual	Other	Question	Discussion	Statement	Written Ex.	Other:	Gives info.	Gives assignment	Demonstrates	Discusses correct.	Discuss writ. wrk.	Expands	Uses p. as model	Repeats	Correct work	Reads silently	Reads orally	Corrections	Preselect	Nonvolunteer	Volunteer	Call-outs	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Right	Wrong	Incomplete	D.K.	T. gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application
8:30	Ms. Jones is administering the California Achievement Test.																																																											
9:40	Pupils pass in test and are dismissed for a restroom break, pupils return to their groups. Group B is called to the reading circle.																																																											
9:45	Group instruction begins.																																																											

GROUP READING INTERACTION PATTERN
OBSERVATION INSTRUMENT - MASTERY LEARNING FORM
(GRIP - ML)

TRAINING MANUAL

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Adapted from GRIP (Mangano & Rupley, 1981)

GROUP INTERACTION PATTERN OBSERVATION INSTRUCMENT MASTERY LEARNING FORM (GRIP-ML)

The purpose of the Group Reading Interaction Pattern Observation Instrument Mastery Learning Form (GRIP-ML) is to specify process behaviors used by the teacher during classroom instruction regardless of the subject matter. Primary attention has been given to process variables in the existing teacher effectiveness research data base with instructional principles related to mastery learning. GRIP can be used to record information related to instructional materials and activities, classroom environments, and teacher-pupil interactions within the reading classroom.

The GRIP Observation Instrument is comprised of three sections: Identifying Information Sheet, Activity Material Grid, and Interaction Chart. The purpose of the Identifying Information Sheet is to provide investigators with baseline data related to the classroom under observation: (1) school,(2) grade level, (3) teacher, (4) class size, (5) classroom organization, (6) number of adults present, (7) date, and (8) observer. It also allows the observer to sketch the Physical Structure of the classroom.

The Activity/Material Grid provides a description of teacher and pupil activities, materials used for instruction, and the degree of pupil engagement in meaningful classroom activiites. The grid is marked at 15 minute intervals and information noted is summarized on the accompanying Pupil Engagement Record Chart.

The Interaction Chart is used to record the interactional patterns of teacher and pupils during instruction. Teacher behaviors that are not instructional but occur during the observation period can also be recorded. This section also enables the recording of the amount of time involved in direct instruction, transitions between instructional periods, and disciplinary action.

Using the Group Interaction Pattern Observation Instrument - Mastery Learning Form

GRIP-ML is designed to be used primarily for research purposes. It is an observational tool that can be used to observe either an entire classroom period or a portion of the period regardless of the time allocated for instruction.

Prior to classroom observation, the observer first completes all known information on all sections that comprise GRIP. This facilitates observation and would include any identifying, and organizational data that are obtainable prior to entering the classroom under observation. Upon entering the classroom for observation, the observer completes the remaining information on the Identifying Information Sheet.

As was previously mentioned, the Activity Material Grid is to be completed at 15 minute intervals. Information is recorded ont he first Grid at the onset of the observation period. Subsequent Grids are completed at 15 minute intervals. Thus, during a 60 minute observation period, an observer would complete the Grid five times. Recording data on each grid should be completed within a one minute period.

The Interaction Chart is used to record interactions during reading instruction between the teacher and the group of pupils with whom he/she is working. Major categories found in the interaction charts are: (1) Context, (2) Instructional Behaviors, (3) Reading Behaviors, (4) Questioning, (5) Answering, (6) Feedback, (7) Command, and (8) Social Comments.

THE IDENTIFYING INFORMATION SHEET

COMPLETING THE IDENTIFYING INFORMATION SHEET

As was previously mentioned, the purpose of the Identifying Information Sheet is to record baseline data and a sketch of the Physical Environment related to the classroom under observation.

The Identifying Information Sheet is completed only once for each observation period. All known baseline data are recorded prior to entering the classroom. The information includes the following:

Teacher's Name (Teacher) - The first and last name of the teacher under observation.

School's Name - The name of the school in which the observation is taking place.

Grade Level - The grade that corresponds to the pupils in the classroom under observation.

Normal Class Size - The number of pupils enrolled in the classroom.

Date - The date of the observation.

Observer's Name - The name of the person observing the classroom.

Class Organization - The manner in which the class or school is organized for reading instruction. Subcategories include:

Self-contained - Pupils in the reading classroom remain with the same teacher for the majority of the day.

Team-taught - Two or more teachers who are working with the same pupils during reading instruction.

Cross-graded - Pupils from different grades who function at the same reading level are grouped together for reading instruction.

Horizontal Class - Pupils at the same grade level who are scheduled for reading classes at an identified ability level.

Departmentalized - Class where the teacher is responsible for teaching only reading during the day.

The above informatin is completed in the following way. The name of the teacher, school, grade level, normal class size, date, and observer's name are recorded by writing the information in the approtriate spaces. The type of classroom organization is recorded by placing a checkmark (√) next to the appropriate category.

Upon entering the classroom, the observer specifies the number of adults present in the classroom excluding the observer by checking the appropriate space listed under the words "Adults Present." This category includes teacher, substitute, teacher aide, student teacher, practitioner, volunteer, resource teacher, supervisor, principal and other.

Teacher (T) - assigned classroom teacher in the classroom under observation.

Substitute teacher (Sub) - adult who is taking the place of an absent classroom teacher.

Aide (A) - a person employed by the school district who is assigned to the classroom to assist the teacher.

Student teacher (ST) - college or university student who is participating in an internship under the supervision of the classroom teacher.

Practitioner (P) - a university of college student who is assigned to work with the actual classroom teacher but who is not a student teacher.

Volunteer (V) - an adult who is in the classroom to help the teacher and is neither employed by the school district nor affiliated with a college or university.

Resource teacher (R) - a school employee who assists the teacher with instruction of a special group of students, e.g. special education teacher, gifted education teacher, Title I teacher, reading specialist.

Supervisor (SV) - employee of the school district or a university supervisor of the student teacher. If supervisor is checked, specify the appropriate type of supervisor in the space provided.

Principal (Pal) - building level administrator.

Other (O) - anyone who is not included above. Specify by writing on the space provided to whom "other" refers.

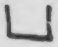
The final step involved in completing the Identificaiton Sheet is the completion of the Environment Map. The purpose of the Classroom Environment Map is to (1) detail the manner in which the room is arranged physically, (2) record the placement of the teacher in relationship to his/her pupils, and (3) indicate the type of information written on the chalkboard.

The map is sketched using the following symbols:

*chalkboard: xxxx|xxxx
teacher: ⊤
pupils: ○
desk: □
table: ▭ or ⬭

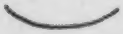
---

*The "XXXX" symbol on the chalkboard is replaced in the actual drawing by noting the category of information that is on the chalkboard. For example, if the chalkboard contains a list of new vocabulary words, that segment of the chalkboard will be represented by the table "new vocabulary words".

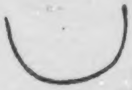


cubicles:

chairs placed in a
theater arrangement:



chairs placed in a
simicircle arrangement:



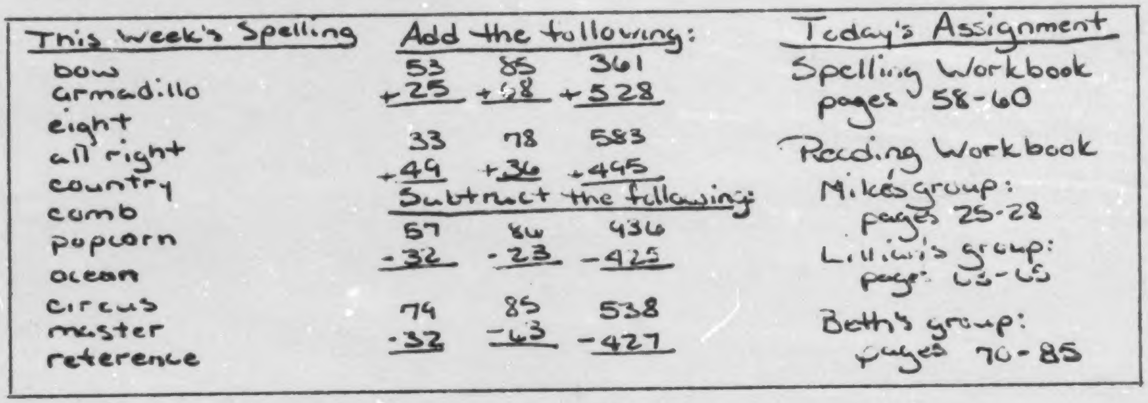
Other adults: Use symbols provided on Identifying Information Sheet

In order to complete the Classroom Environment Map, the observer first sketches in the classroom hardware, i.e., tables, desks, and cubicles. Following these, the observer identifies all information written on the classroom chalkboard and notes the placement of pupils and adults by using the symbols.

TABLE I

Diagram A represents how a chalkboard may be used in the regular classroom. Diagram B represents how observers would sketch this chalkboard on the Classroom Environment Map.

DIAGRAM A



This week's Spelling
bow
armadillo
eight
all right
country
comb
popcorn
ocean
circus
master
reference

Add the following:
53 85 361
+25 +68 +528

33 78 583
+49 +36 +495

Subtract the following:
57 86 436
-32 -23 -425

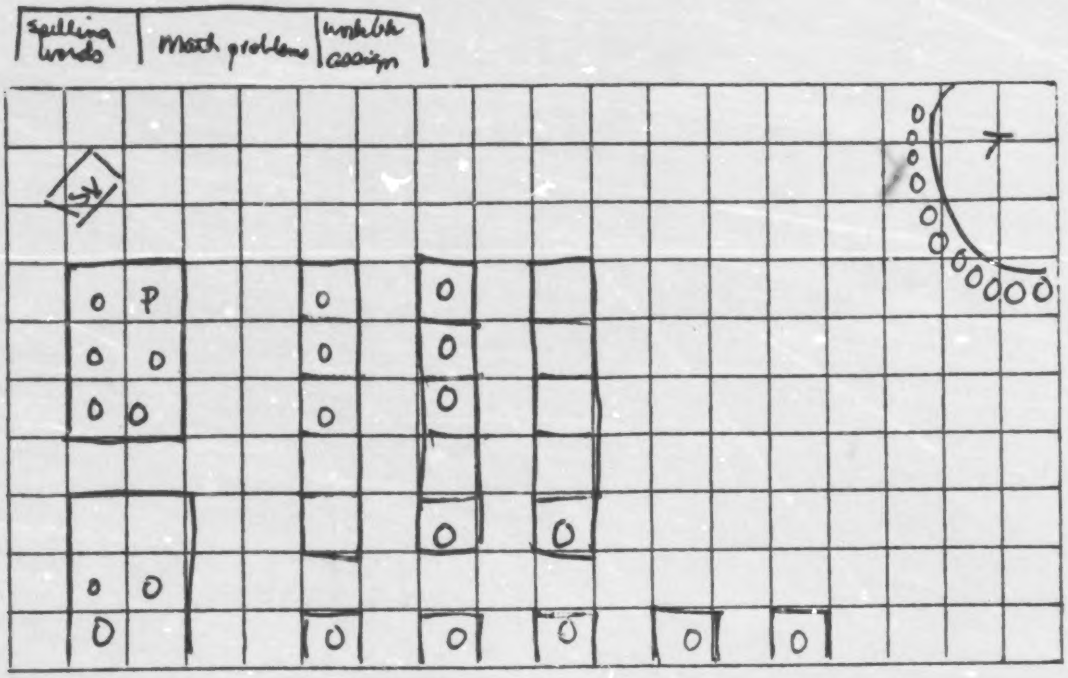
79 85 538
-32 -63 -427

Today's Assignment
Spelling Workbook
pages 58-60
Reading Workbook
Mike's group:
pages 25-28
Lillian's group:
pages [illegible]
Beth's group:
pages 70-85

DIAGRAM B

Spelling List	Math Problems	Workbook Assignments

Example:



In this example, there are two tables. Five pupils and a practitioner are seated at the table closest to the chalkpoard. Three pupils are seated at the other table. Ther are three rows of five desks. Three pupils are seated in the first three desks of the row closest to the tables. Four pupils are seated in the middle row (the fourth desk is vacant) and one pupil is in the last desk in the remaining row. Five students are working in cubicles placed against the wall parallel to the chalkboard. Eleven pupils are sitting in chairs arranged in theatre style and working with the teacher.

In addition, the sketch shows a supervisor seated in the corner next to the chalkboard. The information on the chalkboard is divided into three types of information: (1) a list of spelling words, (2) a group of math problems, and (3) workbook assignments.

IDENTIFYING INFORMATION SHEET

Teacher ______________________

School ______________________

Grade Level ______________________

Normal Class Size ______________________

Date ______________________

Observer ______________________

Class Organization

Self-contained ____

Team taught ____

Cross Graded ____

Horizontal Class ____

Departmentalized ____

Other ____________

Adults Present (excluding observer)

(T) Teacher ____

(A) Aide ____

(ST) Student Teacher ____

(Sub) Substitute Teacher ____

(P) Practitioner ____

(V) Volunteer ____

(R) Resource Teacher ____

(SV) Supervisor (specify) ____

(PAL) Principal ____

(O) Other ______________

CLASSROOM ENVIRONMENT MAP

ACTIVITY/MATERIAL GRID*

The purpose of the Activity/Material Grid is to (1) record the interactions between the teacher, pupils, activities, and materials, (2) record the number of students engaged in instructional activities.

The Activity/Material Grid is first completed immediately after completion of the Identifying Information Sheet and at fifteen minute intervals thereafter. For example, if the first Activity/Material Grid is completed at 10:10, the second one will be completed at 10:25, and the third chart will be completed at 10:40.

Random selection of the Activity/Material Grid requires memorization of the operational definitions of materials and activities. Instructional materials recorded in the grid are defined as follows:

Text

The major document assigned by the school district to teach the subject matter under consideration. It is organized such that it can be used throughout the school year and includes components such as practice questions, chapter reviews, activities that facilitate apprehension of the content. It does not include supplementary materials such as the workbooks, pretests, or wordcards.

Workbook

A consumable supplementary booklet that contains exercises for additional training and reinforcement that are not found in the text or supplementary materials.

Test

A commercial or teacher-made assessment device that results in a written sample of pupils' competencies or levels of achievement.

Trade book

Library type books, published for recreational purposes and include fiction, nonfiction, how-to-books, and the like.

Instructional Material (Reading Instruction Materials)

Any device other than texts, workbooks, tests, and trade books used for the purpose of teaching the subject area. Examples of instructional material included under this category are instructional kits, learning activity packets, learning centers, worksheets, games, manipulatives, dictionaries, newspapers, paper and pencil, reference books, etc..

---

*The Material/Activity Grid was modeled after Jane Stallings' "Classroom Snapshot" section of the SRI Secondary Observation Instrument.

Audio-visual Aid (Audio-visual)

Any device by which instruction is facilitated through the use of the senses of hearing and/or sight. This may include film strips, films, television, records, tapes, controlled readers, System 80 machines and the like.

Chalkboard/Overhead

The use of the chalkboard or overhead to facilitate in the act of teaching. This category also includes reference charts, pocket charts, flipcharts, and posters when the teacher uses them for instructional purposes.

Other Materials

Materials that do not relate to the subject matter at hand. If this category is marked, specify the material that is in use by writing the name of the material next to the word "nonreading".

No Material

Coded whenever the teacher pupil, or another adult is teaching a group of students without the use of materials. This category can also be used when pupils are working together without materials or are mentally creating a piece of work using paper and pencil to record their thoughts.

Other

Other is coded when materials can not be recorded within one of the provided materials categories. If "other" is coded, the observer must specify the material being used.

Activities refer to the general category of academic behavior in which the people in the classroom are presently involvied. The activities in GRIP are operationally defined as follows:

Instruction

Instruction is coded whenever the teacher is directing pupils' learning or providing information to the pupils that is academically task-oriented. Instruction can be coded when the teacher is providing pupils with a focus or purpose for the lesson at hand, when the teacher is lecturing, defining demonstrating, describing, explaining, questioning, or reviewing. This category can also be coded when the teacher is relating and applying pupils' previously-learned skills or experiences to present instructional information. Instruction is also coded whenever pupils are listening to information that the teacher is presenting. This includes receiving information from any of the instructional focuses mentioned in the first part of the definition.

Verbal Assignment

The teacher either directs pupils to complete a particular academic task or pupils are listening to directions from the teacher. For example, the teacher may direct pupils to complete a written, oral, or silent reading task. Assignments can be made for individuals, groups, or the entire class.

Silent Reading

The teacher or pupils are reading to themselves without verbalizing the content being read. This may be coded during instructional time when pupils are requested by the teacher to read a portion of their text silently, are reading for pleasure during a "free" time period, and when pupils are participating in Sustained Silent Reading activities. Reading silently is not coded when students are reading instructional materials in order to complete an assignment.

Oral Reading

The teacher or pupil(s) read orally to an individual or others in the classroom. This may be coded during instructional time when a pupil is requested by the teacher to read a passage orally to the group. Reading aloud also includes reading for sharing (e.g. the teacher or pupil reads a story or portion of the text to the class), taking turns reading in a group (round-robin reading), individual reading to the teacher (for both diagnostic and instructional purposes), choral reading, reading parts in scripts or plays. Reading orally is not coded when a child vocalizes in his/her silent reading.

Discussion

The teacher and/or pupils talk together in order to share information about a particular topic or problem. Examples may include sharing ideas about why something is similar or different, sharing ideas about a story's theme, discussing topics for a creative writing assignment and the like.

Written Assignment

Pupils' completion of an activity that was assigned by the teacher that requires them to produce a written product. Examples include creative writing, book reports, workbook pages, essays, research information, etc.

Assessment

Pupil's completion of an assessment device that results in a written record of their reading capabilities or oral response to questions which are being asked for the purpose of determining if pupils understant the lesson. Testing is also coded whenever the teacher is administering an assessment device. This category may include the use of diagnostic instruments, standardized tests, informal tests, and teacher-made tests.

Waiting

Times when pupils are not actively engaged in instruction with the expectation of receiving further instructions or assistance from the teacher or when the teacher is pausing in his/her present activity.

Transitions

Period when the teacher and pupil change from one activity to the next. Transitions may be coded whenever the teacher and pupil change from one lesson to another, the teacher passes out materials, pupils change instructional groups, or change classrooms.

Out of Room

Out of room is coded whenever the teacher is physically out of the classroom. This category may also be coded when a group of pupils are working in the hall or have gone to the library as part of their reading activity.

Other

Teacher or pupil behaviors that do not specifically fit under another category of the grid, yet are deemed significant for research and observational purposes. Whenever this category is coded, the observer must record the activity that is taking place next to the word "other".

Randomly Selecting Students to Code on the Activity/Material Grid

Prior to entering the classroom, the researchers should randomly select six students to code on the Activity/Material Grid. This is accomplished by randomly selecting six numbers and two emergency numbers from the random number tables. The highest number selected should be N, where N is the total class size.

Upon entering the classroom, the observers will systematically count down the rows and tables noting when one of the random numbers corresponds to a student. The students who have been assigned to one of the six numbers on the list will be target students, that is a student whose activities and materials will be recorded on the Activity/Material Grid.

Emergency numbers will be used only in the case where many students are absent and the numbers on the list are too high to accommodate the number of students in the class.

Completing the Activity/Material Grid

Completion of the Activity/Material Grid requires placing the time in which the chart is completed in the space provided, and circling the interval which corresponds to that time. The interval number indicates the order in which each chart is completed. For example, the observer will circle the number "1" when he/she first completes the first Activity/Material Grid, the number "2" fifteen minutes later upon completion of the second chart, and so forth.

Example: Interval: [✓ 1] 2 3 4 5 6 7 8 9 10

Following this, the observer indicates the activities and materials in which the teacher, six randomly selected students, and other adults are participating by placing the appropriate symbol or number in the correct coordinate in the Activity/Material Grid. This is completed in the following way. First, observe the activity of the teacher. Place a "T" in the coordinate within the grid that indicates the activitiy and the materials in which the teacher is involved. For example, if the teacher is making an assignment in a workbook, the observer will code the following way:

ACTIVITY/MATERIAL GRID Time: Intervals 1 2 3 4 5 6

Activities / MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other
1. Instruction										
2. Verbal Assign		T								
3. Silent Rding.										
4. Written Assign.										
5. Assessment										
6. Waiting										
7. Transition										
8. Out of Room										
9. Other:										

The observer then notes the randomly selected pupils involved in each activity using particular materials and writes the number of target students in the coordinate that refers to this particular activity and material. For example, suppose student # 1, 3, & 5 are listening to the teacher in the previous example giving an assignment in a workbook. Pupil #2 is taking a test and pupils #4 & 6 are reading silently in a trade book. This would be coded as:

ACTIVITY/MATERIAL GRID Time: Intervals 1 2 3 4 5 6

Activities / MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other
1. Instruction										
2. Verbal Assign		T 3								
3. Silent Rding.				2						
4. Written Assign.										
5. Assessment			1							
6. Waiting										
7. Transition										
8. Out of Room										
9. Other:										

Other adults present in the classroom are noted in the same manner as the teacher using the symbols provided on the Identifying Information Sheet.

The target students who are engaged in each activity is also recorded in the above grid. The pupil engagement number is defined as those pupils who are actively attending to the task to which they are assigned. Pupils are considered to be engaged if they are writing also they are supposed to be writing; appear to be reading (eyes are focused on material) and generally appear to be in task. In other words, the pupils are paying attention, doing assignments, and responding to the activitiy at hand. Pupils who are unengaged may be daydreaming, socializing, doodling or the like and are off-task.

Engagement is recorded by first placing a slash (/) following the number of the pupils participating in each specific activity and then recording the number of students who are on-task. Referring to the examples mentioned above, suppose two of the three target students appeared to be actively involved in listening to the teacher give an assignment in their workbook. One student, however, is talking to another as this activity is taking place. The observer would code the engagement of this particular group of students as 2/3.

ACTIVITY/MATERIAL GRID Time: Intervals 1 2 3 4 5 6

Activities / MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr. Content area Matrl.	Other: [illegible]
1. Instruction					T 2/2					
2. Verbal Assign										
3. Silent Rding.				1/1						
4. Written Assign.										[illegible]
5. Assessment			1/1							
6. Waiting										
7. Transition										
8. Out of Room										
9. Other:								[illegible]		

The above grid indicates:

1. The teacher (T) is providing instruction to pupils in a set of instructional materials. Two (2) target students are actively engaged in the teacher's group.
2. One target student is reading silently in trade books and is on-task.
3. A supervisor (SV) is observing the classroom without any materials.
4. Two (2) target students are working on a Spelling Assignment during a class period not related to spelling. A practitioner (P) is helping them. One student is daydreaming.
5. One (1) target student is actively taking a test.

THE INTERACTION CHART

The purpose of the Interaction Chart is to record patterns of interaction between the teacher and the pupils in the grups with whom he/she is working in relation to contextual structure. The group can consist of as few as two pupils or as many as the entire class. The chart also provides for the recording of information regarding the activities of the teacher when he/she is not working with a group of students yet still within the time allocated for instruction during the subject under observation, e.g., special studies, science, reading. Information concerning the patterns that the teacher uses during instruction, the questioning procedures used, and the type of responses made by the pupils are recorded on this form. This section also includes a place to note the amount of time which elapses during (1) instruction. (2) transitions. (3) events that disrupt the actual reading instruction such as disciplining pupils, and talking to an outsider, and (4) events where the teacher is not working with a group of pupils.

COMPLETING THE INTERACTION CHART

The Direction of Coding

All coding in this section flows in a left to right direction. Once a mark is made in a specific column, the observer may only mark another category to the right of that mark. If an event occurs which must be coded in a column to the left of the last mark, the coder must go to the next line in order to record such information.

Example:

The following example shows the direction of coding by placing letters in a sequential order to represent the order of behavior. (This example merely shows the direction of coding and does not reflect the manner in which the Interaction Chart is completed.)

Focus of Observation

During the coding of behaviors on the interaction chart, the observer focuses on the actions of the teacher and those pupils with whom the teacher is interacting. Behaviors are marked in the appropriate category as they occur. Time is noted as indicated below.

Time Column

TIME	a. # of participants

The column to the far left of the Interaction Chart labeled "Time" is used to record the time of the day that the events occur. Time is recorded:

1. at the beginning and end of each interaction chart,
2. at the beginning and end of a transition,
3. at the beginning and end of silent reading,
4. at the beginning and end of an interruption that forces the teacher to disrupt an activity. This may include disciplining a pupil, speaking to a parent in the hall, talking to a pupil outside the reading circle, etc, and
5. at the beginning of each new lesson presented during instruction. For example, the teacher may complete a comprehension lesson using the basal and proceed with a skills lesson or the teacher may present the vocabulary words necessary to read the stroy, then procede with an introduction to the story.

Context Category

	CONTEXT									
	PHYS.			INSTRUCTIONAL						
TIME	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing

Context refers to the conditions under which teacher/pupil interactions are occuring. The Context category is divided into two components:

1. Physical Context
2. Instructional Context

Physical Context

	PHYS.		
TIME	a. # of participants	b. Type of group/Abil.	c. Material Focus

The physical context requires information about pupil characteristics and materials used during instruction. It includes the following:

1. the number of participants in the group,
2. the type and ability of the group working with the teacher,
3. the focus of the material.

Number of Participants (# of participants) - refers to the actual number of pupils with whom the teacher is directly working.

Coding - The number of participants subcategory is coded at the beginning of each interaction chart and each time that the teacher changes groups. It is coded by placing the actual number of students with whom the teacher is working under the subcategory "# of participants".

Type and Ability of the Group (Type of group/abil.) - refers to the type of grouping arrangement and the ability of the group that the teacher is instructing. The type of grouping that may be recorded in this space includes achievement grouping, skill grouping, peer-tutorial groupings, interest grouping and research grouping. These groupings are defined as follows:

Achievement grouping: Grouping arrangement based on the pupils' academic competencies regardless of the activities.

Skills grouping: Reading groups based on the pupils' reading skill needs regardless of their achievment levels. This category is marked only when a specific group is formed based on the skill needs of pupils.

Peer-tutorial grouping: The teacher assignment of one pupil to assist another pupil in acquiring or reinforcing a particular skill. This category is coded only when one pupil is acting as the instructor of another pupil and not when two pupils are merely working as partners.

Interest grouping: Reading groups formed for the purpose of investigating a particular interest area and reporting their findings to their classmates or preparing a written project.

Research grouping: groups formed for the purpose of investigating an academic topic assigned by the teacher. Pupils in this group are responsible for reporting their findings either to a group of their classmates or in a written project.

Coding - This column is coded at the beginning of each Interaction Chart and each time that the teacher changes groups. It is coded by placing the symbol of the type of group receiving instruction in the lower left hand corner followed by a slash (/), then the symbol for the ability of the group in the upper right hand corner. The symbols used in this column include:

a - achievement
s - skills
p - peer-tutorial
i - interest
r - research

H - High Ability
M - Medium Ability
L - Low Ability
C - Combination of Abilities

For example, if the group that the teacher is instructing is a low ability achievement group, the observer would code the following: a/L

Material Focus - refers to the type of materials being used by the teacher during instruction. The Activity/Material Grip provides categories that allow for general categorization of materials, the interaction chart is somewhat more specific. The materials that can be included under this subcategory include the following:

Texts: A basic reader within the basal reading series.

Workbook: Consumable supplementary booklet that contains exercises that give additional training and reinforcement that are not found in basic reading materials. The workbook can either be associated with the basal series or supplementary materials.

Test: A commercially or teacher-made assessment device that results in a written sample of pupils' reading skills or level of achievement. It may refer to a basal test, commercially developed test, standardized test, etc.

Trade Book: Trade book refers to books published for recreational purposes and may include fiction, nonfictuion, how-to-books and similar library type books.

Flash Cards: A small card of heavy cardboard which has letters, phonic combinations, phrases, sentences, or words written or printed on it.

Ditto: A consumable teacher or commercial worksheet that contains activities for reinforcing previously learned information.

Audio-visual: Any device by which instruction is facilitated through the use of the senses of hearing and/or sight. This may include film strips, films, television, records, tapes, and the like.

Chalkboard/Overhead/Chart: Materials used to facilitate instruction including the chalkboard, an overhead projector, or a chart. Charts may include flip charts, pocket charts, reference charts, and teacher-made posters.

Magazines/Newspapers: Published periodicals that may appear daily, monthly, or weekly.

Reference Book: A book that is published for the purpose of obtaining information. This may include dictionaries, almanacs, encyclopedias, and the like.

Paper and Pencil: Coded whenever the only material present is a piece of paper and a writing object.

No Material: Coded whenever the teacher and pupils are involved in an instructional activity without using materials.

Non-reading Material: Whenever the materials used do not specifically relate to reading instruction. This may include social studies texts, math worksheets, spelling books, handwriting workbooks, teacher-made materials related to a content area other than reading, etc..

Summary of Symbols

b - basal readers
w - workbook
t - reading test
tb - trade book
d - ditto
fc - flashcards
av - audio-visual
c - chalkboard/overhead/charts
m - magazines/newspapers
r - reference book
pp - paper and pencil
n - no material
o - non-reading material

Instructional Context

CONTEXT						
INSTRUCTIONAL						
d. Lesson Focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set)	g. Review Post Learning	h. Correcting Work	i. Practicing/Applyin	j. Instructing

The Instructional Context requires information about the instructional condition in which the interactions are taking place. Subcategories reflect the lesson focus and whether teachers or pupils are:

1. setting a purpose for the instruction (rationale)
2. motivating students (mental set)
3. reviewing past learning
4. correcting work
5. practicing learned information that is involved in the lesson.

Lesson Focus - refers to the general skill or informational area that is being emphasized in the lesson or portion of the lesson under observation.

Coding - requires that the observer anecdotally write the focus of the lesson under the subcategory. Examples of lesson focuses may include (1) phonetic analysis, (2) sight word instruction, (3) comprehension, (4) causes of the civil war, (5) properties of metamorphic rocks, and (6) two digit addition with carrying.

Examples of Coding Physical & Lesson Focus Subcategories -

TIME	# of participan	Type of group/A	Material Focus	Lesson Focus
8:35	13	H	W	phonics
8:50	13	[illegible]	tb	comprehension

1. At 8:35, 13 pupils in a high ability reading group are receiving phonic instruction. This lesson is facilitated through the use of a workbook.
2. At 8:50, 13 pupils in an all-level interest group are reading a trade book. The focus of this lesson is on the general understanding of the book they are reading, thus comprehension (c) is recorded under lesson focus.

The remainder of the subcategories in the instructional context category reflect the intended purpose of the interactions between the teacher and the pupils with which she is working. Where these remaining instructional context subcategories reflect what the teacher's instructional intentions are, the categories of instructional behaviors, reading behaviors, questioning, answering, feedback, command, and social comment bahaviors reflect how the pupil and teacher is interacting during these intended instructional purposes.

Setting Purposes: Setting the purpose is coded whenever the intended purpose of the teacher or pupils behavior is to indicate why the lesson or activity is necessary or important. Purposes set can be content specific or lesson specific. A content specific purpose is global in nature, that is, the teacher tells students why a lesson is important in relation to total learning.

Example: The teacher says "This skill is necessary so that whenever you do a research paper, you will know how to look up the information in a reference book."

A lesson specific purpose, on the other hand relates to the immediate application of the lesson at hand.

Example: The teacher says, "It is important to learn this skill so that you can answer the questions correctly on the worksheet that I will give you for homework."

Motivating: Motivating is coded whenever the intended purpose of the interaction is to engage pupils in the lesson at hand. Operationally, this category is defined such that it only can occur during the introduction of the lesson. Motivating occurs such that the teacher or pupil says or does something to catch the students attention prior to the introduction of the information.

Example:
1. Showing students a slide presentation of Norway prior to teaching a unit on Norway.
2. Preceeding a story about the adventures of a mischievous dog, the teacher asks, "Do any of you have a dog who loves to do mischievous things?" Then a discussion about the mischievous dog occurs.

Review Past-learning: The reviewing previous learning category is coded whenever the teacher or pupil's intended interaction concerns information which has been previously learned for the intention of relating it to the lesson at hand or for making sure that the students understand and have retained the information. Observers may be cued to this by questions such as "Can anyone recall the kinds of citrus fruit we learned about yesterday? Yesterday we learned that . . ."

Correcting Work: Coded whenever the teacher or pupils determine the accuracy of the assignment which has been previously completed.

Examples:
1. The teacher and pupils have recently completed a spelling test and are correcting their work.
2. The teacher and pupils are correcting work that was completed for homework.
3. The pupils have just completed some work independently and are now correcting it.

Practicing/Applying: Coded whenever the teacher or pupils are involved in activities in which they are reinforcing information that has just been taught. This can occur during the actual lesson or at the end.

Instructing Instructing is coded whenever the teacher's intention is to present students with new information, question students on new information, indicate to students how an activity is to be completed, demonstrate how new skills are applied in context, discuss classroom management rules and the like. As a general rule, this subcategory is coded whenever the other instructional subcategories (excluding lesson focus) do not apply.

Coding the Instructional Subcategories - the subcategories of Sets Purpose, Reviews Past Learning, Correcting Work, Practicing/Applying, and Instructing are coded by placing a check (✓) under the appropriate subcategory. IT IS ESSENTIAL THAT A CORRESPONDING BEHAVIOR FROM THE REMAINDER OF THE INSTRUMENT BE MARKED SIMULTANEOUSLY TO INDICATE HOW INSTRUCTION IS OCCURING.

Examples:
1. The teacher says, "Can anyone recall the kinds of citrus fruit we learned about yesterday?"
2. "Now go to your seats and complete the worksheet which will help you to better learn the rules that we just covered."
3. "The purpose of this lesson is to learn how to alphabetize so that you can look words up in the dictionary."

INTERACTION CHART

	CONTEXT										INSTRUCTION-						RDING			QUESTIONING								ANSWERING					FEEDBK				COM.		
	PHYS.			INSTRUCTIONAL							AL BEHAVIORS						BHVR			TYPES					SELEC			TYPES					ACAD		DIS				
TIME	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing	1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	7. Reads Silently	8. Reads Orally	9. Corrections	10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts	18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments
Example 1							T													T																			
Example 2									T																												T		
Example 3					T						T																												

Coding procedures for the remainder of the Interaction Chart

The remainder of the Interaction Chart reflects the interactions that occur between the teacher and the pupils with whom she is working. It is coded by placing the symbol for the person who performs the bahavior under the subcategory which describes that behavior. The symbols to code these interactions include:

T - if the teacher performs the behavior

P - if a pupil performs the behavior

G - if the group of students with whome the teacher is working perform the behavior

W - if the entire class performs the behavior

There is only one exception to this coding procedure. The subcategory of "correction" refers to the teacher correcting the student's oral reading. This category is coded by placing a tally mark in the appropriate subcategory each time that the teacher corrects the pupils' reading.

INSTRUCTIONAL BEHAVIOR

INSTRUCTIONAL BEHAVIORS					
1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats

Instructional Behaviors refers to times in which the teacher or a pupil is disseminating information to the group. Behaviors in the Instructional category include:

Gives Information
Gives Assignment
Demonstrates
Discusses Correctness
Expands
Repeats
Reads Silently
Reads Orally
Corrections

Gives Information - Coded whenever the teacher and/or pupil provides verbal comments, statements, or information related to the lesson at hand, or provides verbal comments, statements, or information related to material or procedures that affect participation in the lesson at hand.

Examples:

1. The teacher tells students how to use the encyclopedia.
2. The teacher tells students how to guess the meaning of a word from the context of the sentence.
3. The teacher tells students that later in the week they will finish reading the story that they have begun.

Gives Assignment - Coded whenever the teacher gives students an assignment to be completed either at home or during classtime.

Examples:

1. The teacher says "During this week you will complete pages 3, 4, and 8 of your workbook."
2. The teacher says "For homework tonight, write a story about your favorite television character."

Demonstrates - Coded whenever the teacher or pupil illustrates, further explains or models a concept, an activity, or a proceddure through the use of either verbal or written examples.

Examples:

1. The teacher shows pupil how to skim a page by verbally going through the steps he/she is using while skimming the page.
2. The teacher says, "As you take this test I want you to read these words like this "/p/ - /an/ = /pan/."

Discusses Correctness - Coded whenever the teacher or pupil states why a particular answer or statement is correct.

Examples:

1. The teacher says, "Yes this word is pronounced as cape and not cap because the 'e' at the end makes the vowel say its own name."
2. The teacher says, "You're right, the boy in the story appeared concerned because he was frowning all the way to school."

Expands - Coded whenever the teacher or pupils clarify a concept, skill, procedure, etc. by providing additional information related specifically to the lesson focus. This subcategory includes rephrasing, using analogies, giving verbal examples and the like.

Example:

1. The teacher explains how to scan a page for information and realizes that the pupils don't seem to understand. She rewords and/or uses analogies to clarify the information and to assist them in their understanding.

Repeats - Coded whenever the teacher and/or pupil verbally reiterates a concept answer or direction for emphasis.

Examples:

1. The teacher says, "Before you take your test, remember to put your name on your booklet. Remember, put your name on your booklet."
2. The teacher says, "The next word to spell is 'parameter', 'parameter'."

Examples of Coding:

1. The teacher tells students how to find a word in the dictionary. She then proceeds to show students how this is done.
2. The teacher says, "During the week you will complete pages 3, 4, and 5 of your workbook."

	INSTRUCTIONAL BEHAVIORS					
	1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats
Example 1	T		T			
Example 2		T				

READING BEHAVIORS

RDING		
BHVR		
7. Reads Silently	8. Reads Orally	9. Corrections

Reading Behaviors refers to times in which the teacher or pupils are processing information in print. Behaviors in the Reading category include:

Reads Silently
Reads Orally
Corrections

Reads Silently - Coded whenever the pupils or teachers are engaged in reading to themselves. (Note: When coding this behavior, indicate the time that silent reading begins and the time it ends by recording the time in the "time category.")

Example:

1. The pupils are reading a basal story silently.

Reads Orally - Coded whenever the teacher or pupil reads anything aloud to another pupil or to a group of pupils. (Note: When coding this behavior indicate the time that the oral reading session begins and ends by marking the "time category" accordingly. The recording of time would not pertain to the reading of merely a word or a sentence, but rather pertains to a reading selection which contains at least one paragraph.)

Examples:

1. A student reads a page from the basal reader. (time is recorded)
2. A student reads a vocabulary word from a flashcard. (time is NOT recorded)
3. A student reads a sentence from a sentence card. (time is NOT recorded)
4. The teacher reads a storybook to the class. (time is recorded)

Corrections - Coded whenever the teacher corrects a word recognition error of a pupil who is reading orally. This category is coded differently than the other categories. It is coded by placing a tally mark in the space adjacent to the reads orally column each time that the teacher corrects a specific student.

Examples:

1. At 8:50 the teacher and the reading groups begin reading a basal story silently. The activity concludes at 9:10.
2. A pupil is reading a section from a science text to the group. The teacher corrects the pupil five times during the oral reading session.

INTERACTION CHART

	CONTEXT											INSTRUCTIONAL BEHAVIORS						RDING BHVR			QUESTIONING								ANSWERING					FEEDBK				COM.		
	PHYS.			INSTRUCTIONAL																	TYPES					SELEC			TYPES					ACAD		DIS				
TIME	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set	g. Review Post Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing		1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	7. Reads Silently	8. Reads Orally	9. Corrections	10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts	18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments
9:50			Tx	Comprehension														T G																						
9:10																																								
L			Tx																P	[illegible]																				

QUESTIONING

QUESTIONING							
TYPES					SELEC		
10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts

Questions refer to the requesting of information by the teacher or pupil of another individual during the actual lesson. Information under this category indicates the type of question that is being asked by the teacher or the pupil (types) and the manner in which the teacher chooses the pupil to respond to a question (selection).

Types of Questions

TYPES				
10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical

Types of Questions indicates the kind of question that is asked. This category includes:

Direct/Open-ended
Restates
Probes/Cues
Nonacademic
Rhetorical

Types:

Direct/Open-ended - Coded whenever the teacher or pupil asks a question for the purpose of eliciting information about the lesson at hand.

Examples:

1. The teacher asks, "What three events happened in the story?"
2. The teacher asks, "How would you have felt if you were a pioneer crossing the country in a covered wagon?"

Restates - Refers to the repetition of a question that has previously been stated within a relatively short period of time.

Examples:

1. The teacher says, "James, what is the name of the boy in the story?" James is not paying attention so the teacher repeats the question. (Note: The first time that the teacher asks the question, it is marked as a direct/open-ended question, while the second time the question is asked it is marked in the restates subcategory.)

Probe/Cues - Coded whenever the teacher or pupil asks subsequent questions or rephrases questions with the intent of illiciting the correct response from pupils who did not respond correctly to the initial question.

Example:

1. The teacher asks Joe, "What is the major theme of the story?" Joe answers, "I don't know." The teacher asks Joe, "What point do you think the author was trying to make by writing this story?" (Note: The first question in this example is marked as a direct/open-ended question while the second is a probe.)

Nonacademic - Coded whenever the pupil of teacher asks a question that is not directly related to the instruction focus or on academic subject.

Examples:

1. Teacher asks, "How many of you are staying for baseball practice today?"
2. Teacher asks, "What are they serving for lunch today?"

Rhetorical - Coded whenever the teacher or pupil either asks a question which is asked merely for effect with no answer expected or answers the question himself without giving pupils a chance to respond.

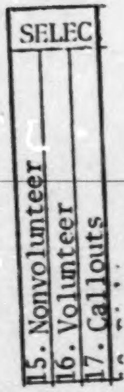
Example:

1. Teacher asks, "We all know the short vowel sound, don't we?"

Selection

Selection refers to the manner in which pupils are called upon to respond. Selection subcategories include:

Nonvolunteer
Volunteer
Callouts



SELEC
15. Nonvolunteer
16. Volunteer
17. Callouts

Selection:

Nonvolunteer - Coded whenever the teacher calls on a student who has not offered to respond to the question.

Example:

1. The teacher says, "What is the name of the boy in the story? Johnny, will you answer this please?" Johnny has not volunteered.

Volunteer - Coded whenever the teacher calls on a student who has offered to respond to a question.

Example:

1. The teacher asks, "Who is the president of the United States?" Johnny raises his hand and the teacher calls on him.

Callouts - Coded when one or more pupils answer a question that has not been directed to him/her by the teacher.

Example:

1. The teacher asks Billy to answer a question, but Mary calls out the answer before Billy has a chance to respond.
2. The teacher asks a question and a pupil responds before the teacher can call on someone to answer.
3. The teacher asks a question and several students respond simultaneously.

NOTE: The Selection Category is sued only when the teacher asks a direct or open-ended question. It is coded by placing a T under the type of selection that the teacher chooses to use. In a case where the teacher asks a student a series of consecutive questions, it is only marked in conjunction with the first question.

Examples of Coding:

1. The teacher asks, "Mary, what is the name of the dog in the story?"
2. The teacher asks all pupils to tell how they would feel if they were in Abraham Lincoln's situation.

3. The teacher asks, "What is the major theme of the story, Joe?" Joe responds, "I don't know." The teacher then says to Joe, "What point do you think the author was trying to make by writing this story?"
4. The teacher asks, "Will you please close the door, Sue?"

INTERACTION CHART

	CONTEXT										INSTRUCTIONAL BEHAVIORS						RDING BHVR			QUESTIONING								ANSWERING					FEEDBK				COM.		
	PHYS.			INSTRUCTIONAL																TYPES					SELEC			TYPES					ACA		DIS				
TIME	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set	g. Review Post Learning	h. Correcting Work	i. Practicing/Applying	i. Instructing	1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	7. Reads Silently	8. Reads Orally	9. Corrections	10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts	18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments
Example1																				T					T														
Example 2																				T						T													
Example3																				T					T						P								
																						T																	
Example4																							T																

ANSWERING

ANSWERING				
TYPES				
18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer

An answer is coded whenever the teacher or pupil responds orally to a question. The information coded reflects whether the answer is right, wrong, incomplete, as well as if the pupil indicates that he/she does not know the answer or the teacher provides the answer to the pupil.

Right - Coded whenever the answer given to the question is correct and complete. In the case of an open-ended question code, its subcategory "right" if the answer is satisfactory to the teacher.

Wrong - Coded whenever the answer given is totally incorrect.

Incomplete - Coded whenever the answer given is partially correct and partially incorrect, or when the answer is correct but incomplete.

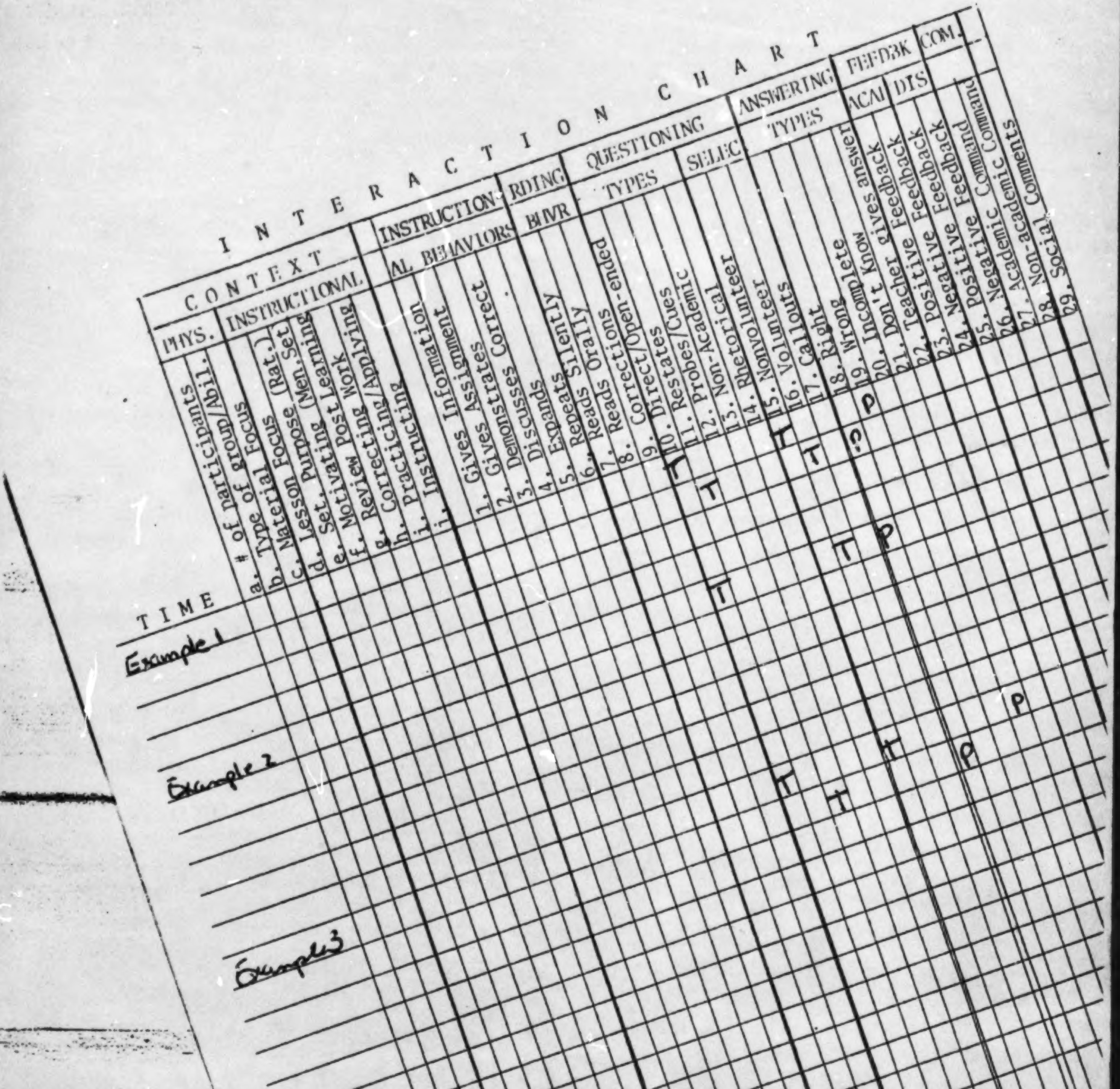
Don't Know - Coded whenever the response to an answer is "I don't know", or no response is given at all.

Teacher Gives Answer - Coded whenever the teacher gives the pupil the correct answer.

Examples of Coding:

1. The teacher asks, "Mary, what is the name of the dog in the story?" Mary responds incorrectly. The teacher then asks for a volunteer and restates the question. Jerry answers the question correctly.
2. The teacher asks the group to tell how they would feel if they were in a similar situation. Robert after being acknowledged by the teacher, answers correctly.
3. The teacher asks Joe, "What is the major theme of the story, Joe?" Joe refuses to comment. The teacher then says to Joe, "What point do you think the author was trying to make by writing the story?" Joe answers to the satisfaction of the teacher.

INTERACTION CHART



CONTEXT

PHYS.

- # of participants
- # of group/Abil.

INSTRUCTIONAL

- a. Type of Focus
- b. Materal Focuse (Rat.)
- c. Lesson Purpose (Men. Set
- d. Set. vating Learning
- e. Motivat Post Work
- f. Reviewing/Applying
- g. Correcting/Applying
- h. Practicing
- i. Instruction
- j. Information

INSTRUCTIONAL BEHAVIORS

- Gives Informent
- 1. Gives Assignment
- 2. Demonstrates Correct
- 3. Discusses
- 4. Expands

RDING BHVR

- 5. Repeats Silently
- 6. Reads Orally
- 7. Reads Open-ended

QUESTIONING

TYPES

- 8. Correct/Open-ended
- 9. Directes
- 10. Restates/Cues
- 11. Probes/Academic

SELEC

- 12. Non-Academical
- 13. Rhetorical
- 14. Nonvolunteer
- 15. Volunteer

ANSWERING

TYPES

- 16. Callouts
- 17. Right
- 18. Wrong
- 19. Incomplete
- Don't Know gives answer

FEEDBK

ACAI

- 20. Don't gives Feedback
- 21. Teacher Feedback

DIS

- 22. Positive Feedback
- 23. Negative Feedback
- 24. Positive Command

COM.

- 25. Negative Command
- 26. Academic Comments
- 27. Non-acad Comments
- 28. Social
- 29.

TIME

Example 1

Example 2

Example 3

T T T T P ? P T T P

T T T T P P

FEEDBACK

FEEDBK			
ACAD		DIS	
23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback

Feedback refers to the teacher's reactions and responses to pupil's academic or disciplinary behavior. this category indicates the type of feedback given and whether it was positive or negative in nature. This column is used only to record teacher behaviors.

Academic

Feedback that is related to the learning experience.

ACAD	
23. Positive Feedback	24. Negative Feedback

Positive Feedback - Coded whenever the teacher verbally reacts or responds to pupils' academic behaviors in an overt positive manner.

Examples: "Good job, well done.", "Very nice work.", "That response is correct."

It is not coded if the teacher merely says "OK" as an acknowledgement of receiving a response.

Negative Feedback - Coded whenever the teacher verbally reacts or responds to pupils' academic bahaviors in a negative manner.

Example: A student responds incorrectly to a question and the teacher says, "You are wrong."

Disciplinary

DIS	
25. Positive Feedback	26. Negative Feedback

Refers to feedback that redirects pupils' disruptive behavior or points out those pupils who are behaving appropriately.

Positive Feedback - The teacher points out that pupils are behaving appropriately in a situation where they could potentially be misbehaving.

Examples: 1. The teacher says, "I sure like the way Bill is working quietly."
2. The teacher says, "You walked to the reading circle very nicely."

Negative Feedback - Coded whenever the teacher reacts or responds to pupils' disruptive behavior by stating or demonstrating desired behaviors. This category includes any discipline commands that serve the purpose of redirecting behaviors and any individual interactions in which the teacher discusses inappropriate classroom behavior.

Examples: 1. The teacher calls a pupil to the side of the room to discuss his/her talking out in class.
2. The teacher tells the whole class to work more quietly.
3. The teacher says, "Paula, go to your seat and get busy."

Examples of Coding -

1. The teacher tells a pupil to sit quietly in his chair.
2. The teacher tells the group of pupils that they answered the questions very well.

	FEEDBK			
	ACA		DIS	
	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback
Ex 1				T
Ex 2	T			

COMMAND

COM.	
27. Academic Command	28. Non-academic Command

A command refers to a direct order. This column is coded whenever a direct order (other than a direct order related to disciplinary action) is given by the teacher. The subcategories indicated in this section are academic and non-academic. This column is utilized for teacher behaviors only.

Academic Command - Coded whenever the teacher gives a direct order related to the instruction at hand.

Examples: 1. The teacher says, "Turn to page 500, and read the first two paragraphs."
2. The teacher says, "Read this page to the group."

Non-academic Command - Coded whenever the teacher gives an order that does not relate to academic activity.

Examples: 1. The teacher says, "James, please see who is at the door."
2. The teacher says, "Margaret's group can line up at the door."

(NOTE: In the case where the teacher gives a command such as "Tell me the name of the boy in the story where the intention is to ask a question, the command is coded under the Question Category - both the selection and type of question is recorded.

TRANSITIONS AND OTHER TEACHER BEHAVIORS

TRANSITIONS

Transitions are periods of time in which the teacher and pupils are actively involved from one learning situation to another. There are two types of transitions. The first type, planned transitions reflects a planned change in activity. Planned transitions include such events as:

1. passing out materials
2. changing groups
3. dismissing pupils to go to another class
4. bathroom breaks

and so forth.

The second type of transition, disruptive transition, is a transition where the pupil and teacher are forced to interrupt their planned activity because of an unplanned event. Disruptive transitions include such events as:

1. The teacher leaves the classroom to speak to the principal.
2. The teacher reprimands a group of pupils for more than one minute.
3. The teacher interrupts the reading circle to help a student.

Coding Transitions

Transitions are coded in thr following manner. The observer (1) writes the time that the transition begins in the time column, (2) records anecdotally the action of the teacher in behavioral terms across the line next to the time that the transition begins, and (3) indicates the time that the transition ends by recording the time. An example of this is found on page 66.

Coding Other Teacher Behaviors

When the teacher is not teaching a group whether it be a small group, large group, or the entire class, the observer still records the teacher's behavior. These "other" behaviors are recorded anecdotally in the same manner as were transitions. Examples of behaviors that must be recorded anecdotally include:

1. The teacher gives a test.
2. The teacher walks around the room helping individual pupils.
3. The teacher grades papers at her desk.

As a general rule, any behavior that cannot be recorded in the categories within the Interaction Chart are to be recorded anecdotally between the lines. Time is always recorded when anecdotal reports are written.

Examples of Transitions

INTERACTION CHART

	CONTEXT										INSTRUCTIONAL BEHAVIORS						RDING BHVR			QUESTIONING								ANSWERING					FEEDBK				COM.		
	PHYS.			INSTRUCTIONAL																TYPES					SELEC			TYPES					ACAD		DIS				
TIME	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing	1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	7. Reads Silently	8. Reads Orally	9. Corrections	10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts	18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments
8:30	Ms. Jones is administering the California Achievement Test																																						
9:40	Pupils pass in the test and are dismissed for a restroom break. Pupils return to their groups. Group B is called to the reading circle.																																						
9:45	Group instruction begins.																																						